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ABSTRACT

This publication comprises the seventh annual "Condition of Education" report for the state of Iowa. It contains descriptive data for the year 1996 that will assist in local decision making. The report contains data for the following areas of prekindergarten through grade 12 education: enrollment; school personnel; program; student performance; and finance. Information about the major initiatives, learner outcomes, enrollments, program, and finance of community colleges in Iowa is also provided. A total of 103 tables and 45 figures are included. (LMI)

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The Annual
CONDITION OF EDUCATION
Report

IOWA DEPARTMENT OF EDUCATION

1996

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The Annual Condition of Education Report

A Report on

Pre Kindergarten, Elementary, Secondary and Community College Education

in Iowa

Iowa Department of Education

1996

Printed on Recycled Paper

State of Iowa
Department of Education
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The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the Bureau of Administration, Instruction and School Improvement, Iowa Department of Education.

To the Citizens of Iowa

We are pleased to present the Seventh Annual Condition of Education Report. As has been the intent of previous Condition of Education Reports, this report is intended as a resource for Iowans generally and local communities, boards of education, and educators to assist in local decision making. Utilizing high quality descriptive data is vital in identifying challenges and pursuing best practices in education.

Education in Iowa is a community owned enterprise which is primarily accountable to its local citizens. Iowa's commitment to entrusting communities with the responsibility for the education of its youth requires informed decision makers and informed citizens. One part of providing information is through reports such as the ***Condition of Education****. At the community level the annual reports prepared by school districts and community colleges is essential.*

The unparalleled, long-term investment in community responsibility for education has resulted in levels of success that are unsurpassed. However, ensuring that the state's schools maintain quality requires commitment, vision, and a continued investment in the future of the education system. Significant economic, technological, and social changes are impacting communities, community colleges and school districts. Evidence of the changes are apparent through an examination of community demographics as well as information contained in this report.

As we all plan for the challenges ahead and as we plan for the children who will be entering school in the next millennium, I hope you join us in examining information which will help us look at our success and areas which will require more efforts.

Ted Stilwill

Ted Stilwill, Director
Iowa Department of Education

Contents

GRADE PK-12 ENROLLMENT

Enrollment Trends 1
Projected Enrollment 1
Distribution of Public School Students and Districts 3
Approved Nonpublic Schools 3
Ethnic Distribution of Students 4
Non-English Speaking and Limited English Proficient Student Population 6
Open Enrollment 8
Early Childhood Education 8

STAFF

Certificated Staff 11
Teacher Characteristics 11
Teacher Salaries 12
Teacher Assignments 14
Principal Characteristics 17
Principal Salaries 18
Superintendent Characteristics 19
Superintendent Salaries 19
Gender Comparisons 21
Area Education Agencies 22
Instructional Aides 25
Pupil-Teacher Ratio 25

PROGRAM

Curriculum Unit Offerings 27
Foreign Language Enrollments 28
Higher Level Mathematics Enrollments 29
  Calculus 29
  Trigonometry 30
Higher Level Science Enrollments 31
  Chemistry 31
  Physics 32
Expenditures for Computer Hardware and Software 33
Length of School Day 34
Student Evaluation of Local High School Programs 35
Iowa and National Comparisons of Student Ratings of Local High Schools 40
  School Rules, Regulations, and Policies 40
  Career Education Planning 40
  Classroom Instruction 42
  Course Offerings 42
  Guidance Services 43
Technology 44
  Access to the Internet and Use of the World Wide Web 44
    World Wide Web Usage 44
  Availability of Computers and Other Technology Equipment 45
  Use of Automated Student Records 49

STUDENT PERFORMANCE

Iowa Testing Programs 51
Iowa Tests of Basic Skills (ITBS) 51
Iowa Tests of Educational Development (ITED) 52
American College Testing (ACT) Assessments 52
Iowa ACT Composite Scores by Enrollment Category, Grade Level, and Gender 54
Iowa Student ACT Scores vs. High School Performance 59
Scholastic Aptitude Tests (SAT) 60
Advanced Placement 64
National Assessment of Educational Progress 67
Post Secondary Enrollment Options 70
Pursuit of Post Secondary Education/Training 71
Dropouts 73
High School Completion 75

FINANCE

Object Category Expenditures 77
Operation and Maintenance Expenditures 78
Administrative Expenditures 79
Instructional Expenditures 79
State Aid 79
Property Taxes 80
Income Surtaxes 81
Elementary and Secondary Education Budgets 81

COMMUNITY COLLEGES

- Access 83
- Outcomes 85
  - Degrees/Awards Granted 85
  - Number of High School Equivalency Diplomas Awarded 87
  - Economic Development 88
- Enrollments 88
  - Fall Term Enrollments 88
  - Full- and Part-Time Enrollments 89
  - Number of People Served 90
  - Post Secondary Enrollment Options 91
  - Learner Characteristics 91
- Finance 93
- Tuition 95
- Financial Aid 96

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The Iowa Department of Education wishes to acknowledge the staff of the Department of Education who contributed to the 1996 *Condition of Education Report* in Iowa. A special acknowledgment is extended to Dr. James Maxey and Dr. Robert Ziomek, American College Testing Program, Dr. Robert Forsyth, Dr. David Frisbie and Dr. Timothy Ansley, Iowa Testing Programs for their time and efforts and their willingness to share their data with us.

Enrollment

The enrollment section provides state-level information for public school districts and nonpublic schools as well as enrollment category information for public school districts on several aspects of enrollments. These include: enrollment trends; projected enrollments; grade level enrollments; distribution of enrollments by district enrollment category; racial/ethnic distributions; limited English proficient student distributions; open enrollment trends; early childhood enrollments and kindergarten program types.

Enrollment Trends

Public school enrollments in Iowa totaled more than 504,000 students in 1995-96 (Table 1). This represents an increase of nearly 28,000 students or an increase of 5.8 percent since the 1988-89 school year and also marks the seventh consecutive increase in enrollment since 1988-89. Enrollment increases over the last two years reflect nearly 7,500 additional students.

Nonpublic enrollments have generally shown a gradual decline since the 1985-86 school year, declining from just over 49,000 to 44,563 in 1995-96. This represents a decline of nearly 4,500 students or about a 9.1 percent decrease.

Table 1

IOWA PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS
1985-86 - 1995-96

Year	Public	Nonpublic
1985-86	485,332	49,026
1986-87	481,205	48,520
1987-88	478,859	47,228
1988-89	476,771	47,373
1989-90	478,210	46,033
1990-91	483,396	45,562
1991-92	491,451	45,865
1992-93	495,342	45,229
1993-94	497,009	45,328
1994-95	500,592	44,752
1995-96	504,505	44,563

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE AND CERTIFIED ENROLLMENT FILE.

Projected Enrollment

Projected enrollments for public schools are estimated to increase through 1998-99 before leveling off (Table 2). Nonpublic enrollments, on the other hand, are estimated to continue a gradual and slight decline over the next five years.

Table 2

PROJECTED IOWA PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS
1996-97 - 2000-2001

Year	Public	Nonpublic
1996-1997	508,795	44,581
1997-1998	511,448	44,152
1998-1999	511,898	43,865
1999-2000	509,884	43,782
2000-2001	508,130	43,479

SOURCE: IOWA DEPARTMENT OF EDUCATION, PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS.

Public school enrollments by grade level are reflected in Table 3. All enrollments except grades three, four, six, and eight showed increases from the preceding school year. Over the period from 1985-86 to 1995-96 all but grades kindergarten, first, second, eleventh and twelfth reflected increases. The largest increases ranged from about 10 percent to nearly nineteen percent. Overall, total public school enrollments have increased nearly four percent since 1985-86.

Table 3

IOWA PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

Grade Level	1985-86	1994-95	1995-96	1994-95 to 1995-96 % Change	1985-86 to 1995-96 % Change
K	40,925	37,402	37,629	0.61	-8.05
1	38,110	35,301	36,107	2.28	-5.26
2	35,387	34,775	35,029	0.73	-1.01
3	34,508	36,326	34,884	-3.97	1.09
4	32,977	36,960	36,431	-1.43	10.47
5	33,327	36,540	37,204	1.82	11.63
6	32,038	38,036	37,117	-2.42	15.85
7	32,653	38,459	38,833	0.97	18.93
8	35,136	39,039	38,715	-0.83	10.19
9	39,688	40,593	41,385	1.95	4.28
10	39,337	37,874	39,680	4.77	0.87
11	37,203	35,400	36,861	4.13	-0.92
12	35,906	34,078	34,565	1.43	-3.73
Other	18,137	19,809	20,065	1.29	10.63
Total	485,332	500,592	504,505	0.78	3.95

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

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Distribution of Public School Students and Districts

In 1985-86 just over eight percent of public school students were enrolled in districts with enrollments under 400. In 1995-96 only about four percent of public school students were enrolled in districts under 400 (Table 4). In 1995-96 over 71 percent of all public students attended districts with enrollments of 1,000 or greater compared to just over 67 percent in 1985-86.

Nearly 12 percent of public districts enrolled under 250 students in 1985-86 compared to just under seven percent in 1995-96. In 1985-86, 236 districts enrolled less than 600 students compared to 157 districts in 1995-96.

The average enrollment in 1995-96 was 1,314 compared to 1,111 in 1985-86. The largest school district in 1995-96 enrolled 32,109, while the smallest district enrolled 117 students.

Table 4

DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT CATEGORY
1985-86 vs. 1995-96

District Enrollment Category	1985-86				1995-96			
	Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%
<250	52	11.9	10,124	2.1	26	6.8	5,276	1.0
250-399	90	20.6	29,060	6.0	50	13.0	16,708	3.3
400-599	94	21.5	46,544	9.6	81	21.1	40,248	8.0
600-999	97	22.2	72,595	15.0	108	28.1	82,130	16.3
1,000-2,499	72	16.5	109,551	22.5	85	22.1	128,363	25.5
2,500-7,499	24	5.5	95,189	19.6	25	6.5	99,023	19.6
7,500+	8	1.8	122,269	25.2	9	2.4	132,757	26.3
State	437		485,332		384		504,505	

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

Approved Nonpublic Schools

The number of approved nonpublic schools has remained relatively constant over the past few years at just over 200, with 206 reported in 1995-96. Only four nonpublic schools operated K-12 programs in 1995-96, down from seven in 1994-95. Enrollments in nonpublic schools ranged from six students to a high of 1,088 students. Thirty nonpublic schools operated high school programs in 1995-96 compared to thirty-one in the previous year. Just over thirty-one percent of nonpublic schools are K-8 schools and just under twenty-two percent are PK-8 schools.

Ethnic Distribution of Students

Minority students comprised just over 4.5 percent of public school enrollments in 1985-86, increasing to 7.3 percent in 1995-96 (Table 5). The majority student population has decreased .5 percent since 1985-86, while minority enrollments during the period increased 99.4 percent, 150.4 percent, 43.4 percent and 32.1 percent for American Indians, Hispanics, Asians, and African Americans respectively.

Table 5

IOWA PUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1994-95 AND 1995-96

Racial/ Ethnic Group	1985-86		1994-95		1995-96		% Change 94-95 to 95-96	% Change 85-86 to 95-96
	N	%	N	%	N	%		
American Indian	1,090	.2	1,993	.4	2,173	.4	9.0	99.4
Hispanic	4,069	.8	8,729	1.8	10,188	2.1	16.7	150.4
Asian	5,310	1.1	7,464	1.5	7,613	1.5	2.0	43.4
African American	12,308	2.5	15,688	3.2	16,265	3.3	3.7	32.1
White	462,555	95.4	460,665	93.2	460,147	92.7	-0.1	-0.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE (INCLUDES PK-GRADE 12 AND SPECIAL EDUCATION STUDENTS).

Ethnic distribution in nonpublic schools mirrored changes in public schools. Majority student enrollments were down in excess of 11 percent over the period 1985-86 through 1995-96 (Table 6).

Table 6

IOWA NONPUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-86, 1994-95 AND 1995-96

Racial/ Ethnic Group	1985-86		1994-95		1995-96		% Change 94-95 to 95-96	% Change 85-86 to 95-96
	N	%	N	%	N	%		
American Indian	42	.1	61	.1	62	.1	1.6	47.6
Hispanic	527	1.1	676	1.5	660	1.5	-2.4	25.2
Asian	344	.7	416	.9	463	1.0	11.3	34.6
African American	273	.6	420	.9	434	1.0	3.3	59.0
White	48,372	97.5	43,179	96.5	42,944	96.4	-0.5	-11.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE (INCLUDES PK-GRADE 12 STUDENTS).

Table 7 reflects the student distribution for public elementary and secondary schools in the nation by race/ethnicity for the fall of 1993. The average percentage of minority students for the fifty states and the District of Columbia was 33.9 percent, up from 33 percent in 1992, with a range in minority percentages from 2.5 percent in Vermont to 96 percent in the District of Columbia. Only three states reported minority student percentages lower than Iowa; West Virginia, Vermont, and New Hampshire, with minority percentages of 4.7, 2.5, and 3.1 respectively.

Table 7

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY AND STATE: FALL 1993

State or other area	Percent distribution Total	White[1]	Total Minority	Black[1]	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native
United States	100.0	66.1[2]	33.9[2]	16.6[2]	12.7[2]	3.6[2]	1.1[2]
Alabama	100.0	62.4	37.6	35.8	0.4	0.6	0.8
Alaska	100.0	65.3	34.7	4.9	2.4	4.1	23.3
Arizona	100.0	59.7	40.3	4.2	27.6	1.6	6.9
Arkansas	100.0	74.1	25.9	24.1	0.9	0.7	0.3
California	100.0	42.3	57.7	8.,7	37.0	11.2	0.8
Colorado	100.0	74.1	25.9	5.4	17.1	2.4	1.0
Connecticut	100.0	73.3	26.7	13.0	11.1	2.4	0.2
Delaware	100.0	66.2	33.8	28.5	3.4	1.7	0.2
District of Columbia	100.0	4.0	96.0	88.5	6.1	1.3	(3)
Florida	100.0	59.6	40.4	24.7	13.8	1.7	0.2
Georgia	100.0	59.9	40.1	37.0	1.5	1.4	0.2
Hawaii	100.0	23.7	76.3	2.6	5.0	68.4	0.3
Idaho	100.0	92.6	7.4	0.3	4.9	0.8	1.3
Illinois	100.0	64.8	35.2	21.0	11.1	2.9	0.1
Indiana	100.0	85.9	14.1	11.1	2.1	0.8	0.2
Iowa	100.0	93.4	6.6	3.1	1.6	1.5	0.4
Kansas	100.0	83.4	16.6	8.4	5.3	1.8	1.0
Kentucky	100.0	89.3	10.7	9.8	0.3	0.5	(3)
Louisiana	100.0	51.7	48.3	45.4	1.1	1.3	0.5
Maine	—	—	—	—	—	—	—
Maryland	100.0	58.9	41.1	34.2	2.9	3.7	0.3
Massachusetts	100.0	79.3	20.7	8.1	8.8	3.7	0.2
Michigan	100.0	78.1	21.9	17.1	2.4	1.4	1.0
Minnesota	100.0	88.8	11.2	4.2	1.7	3.5	1.9
Mississippi	100.0	47.9	52.1	50.9	0.3	0.5	0.4
Missouri	100.0	82.3	17.7	15.7	0.9	0.9	0.2
Montana	100.0	87.8	12.2	0.5	1.4	0.8	9.6
Nebraska	100.0	88.3	11.7	5.7	3.6	1.2	1.3
Nevada	100.0	70.5	29.5	9.2	14.3	4.0	2.0
New Hampshire	100.0	96.9	3.1	0.8	1.0	1.0	0.2
New Jersey	100.0	63.4	36.6	18.6	12.8	5.1	0.1
New Mexico	100.0	40.5	59.5	2.3	46.0	0.9	10.2
New York	100.0	58.3	41.7	20.1	16.5	4.7	0.4
North Carolina	100.0	65.7	34.3	30.3	1.3	1.1	1.6
North Dakota	100.0	90.3	9.7	0.7	0.8	0.7	7.5
Ohio	100.0	82.7	17.3	14.9	1.3	1.0	0.1
Oklahoma	100.0	71.6	28.4	10.3	3.3	1.2	13.7
Oregon	100.0	86.6	13.4	2.4	5.8	3.1	2.0
Pennsylvania	100.0	81.1	18.9	13.8	3.3	1.7	0.1
Rhode Island	100.0	81.1	18.9	6.8	8.6	3.1	0.4
South Carolina	100.0	57.2	42.8	41.4	0.6	0.7	0.2
South Dakota	100.0	84.9	15.1	0.7	0.6	0.7	13.0
Tennessee	100.0	75.6	24.4	22.9	0.5	0.9	0.1
Texas	100.0	47.7	52.3	14.3	35.5	2.2	0.2
Utah	100.0	91.5	8.5	0.6	4.5	2.0	1.4
Vermont	100.0	97.5	2.5	0.7	0.3	0.9	0.6
Virginia	100.0	67.9	32.1	25.8	2.8	3.3	0.2
Washington	100.0	79.9	20.1	4.4	6.9	6.2	2.6
West Virginia	100.0	95.3	4.7	4.0	0.2	0.4	0.1
Wisconsin	100.0	84.3	15.7	9.1	2.9	2.4	1.3
Wyoming	100.0	89.4	10.6	1.0	6.2	0.7	2.7
Other Areas							
American Samoa	—	—	—	—	—	—	
Guam	100.0	9.1		1.9	0.6	88.4	0.1
Northern Marianas	100.0	1.1		(3)	(3)	98.9	(3)
Puerto Rico	100.0	(3)		(3)	100.0	(3)	(3)
Virgin Islands	100.0	1.0		85.4	13.2	0.5	(3)

1Excludes persons of Hispanic origin.
2 Includes estimates for nonresponding state.
3 Less than 0.05 percent.
—Data not available.

SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 1995

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Non-English Speaking and Limited English Proficient Student Population

Non-English speaking students are differentiated from limited English speaking students, for the purposes of this report, to reflect those students who generate additional dollars to support their unique needs. These students represent a portion of the larger limited English proficient populations

Non-English Speaking Students

Non-English speaking student counts in Iowa public schools increased by nearly 20 percent in 1995-96 over the previous year (Table 8). Since the 1993-94 school year non-English speaking students student counts increased nearly 30 percent. The highest percentage increases over the previous year occurred in districts with enrollments under 250 and in districts with enrollments of 250-399.

Table 8

DISTRIBUTION OF IOWA NON-ENGLISH SPEAKING PUBLIC SCHOOL STUDENTS[1] BY ENROLLMENT CATEGORY — 1993-94 TO 1995-96

	1993-94		1994-95		1995-96			
Enrollment Category	Basic Enrollment Total	Non-English Enrollment	Basic Enrollment Total	Non-English Enrollment	Basic Enrollment Total	Non-English Enrollment	% Change 93-94 to 95-96	% Change 94-95 to 95-96
<250	6,956	17	5,661	11	5,276	43	152.9	290.9
250-399	17,794	21	17,074	32	16,708	24	14.3	-25.0
400-599	47,617	72	41,451	77	40,248	97	34.7	26.0
600-999	79,260	229	82,458	358	82,130	473	106.6	32.1
1,000-2,499	119,988	706	127,405	721	128,363	818	15.9	13.4
2,500-7,499	94,422	488	95,211	516	99,023	799	63.7	54.8
7,500+	130,970	2,252	131,332	2,358	132,757	2,595	15.2	10.0
State	497,007	3,785	500,592	4,073	504,505	4,849	28.1	19.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL ENROLLMENT REPORT, 1993-94, 1994-95, AND 1995-96.

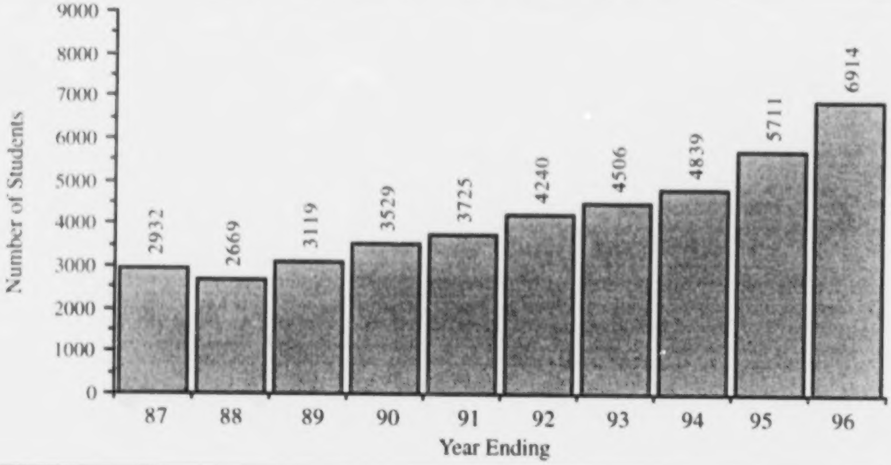
[1] FIGURES REPRESENT A COUNT OF NON-ENGLISH SPEAKING STUDENTS ELIGIBLE FOR GENERATING ADDITIONAL FUNDS FOR THEIR EDUCATION.

Limited English Proficient (LEP) Students

Figure 1 reflects the trends in enrollments of Iowa LEP students since 1986-87. For the period of 1986-87 to 1988-89 there was not a significant yearly increase in the number of LEP students. An annual increase of 12 percent occurred between 1989-90 and 1995-96. The 1995-96 enrollments indicated a 21 percent increase over the 1994-95 school year. School districts in Iowa reported that 6,914 LEP students were enrolled in public and nonpublic schools during the 1995-96 school year, representing an increase of 1,203 LEP students. Des Moines and Sioux City reported the largest LEP enrollments, 1,630 and 1,375 respectively, up substantially over the previous year.

Figure 1

TRENDS IN ENROLLMENTS OF LIMITED ENGLISH PROFICIENT PUBLIC AND NONPUBLIC STUDENTS IN IOWA
1985-86 TO 1995-96

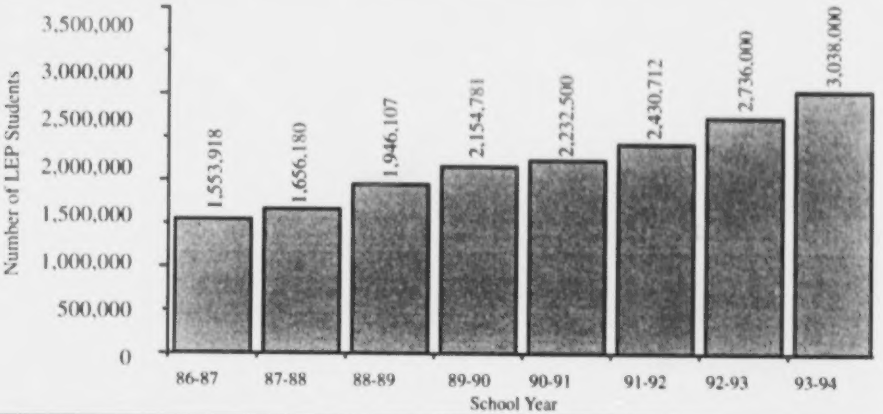


Source: Iowa Department of Education, Basic Educational Data Survey, Limited English Proficient Data File.

Figure 2 reflects a similar pattern of increases in LEP students for the nation. The average increase in the percentage of LEP students nationwide, over the time period shown was 9.6 percent.

Figure 2

TRENDS IN ENROLLMENTS OF LIMITED ENGLISH PROFICIENT PUBLIC AND NONPUBLIC STUDENTS IN THE NATION
1986-87 TO 1993-94



Source: Donly, B., et. al. (1995). *Summary of Bilingual Education State Educational Agency Program Survey of States' LEP Persons and Available Educational Services 1993-94.*
Prepared under contract for the U.S. Department of Education by Development Associates, Inc.: Arlington, VA.

Open Enrollment

The number of open enrolled students continues to increase with 1995-96 figures reflecting more than 12,000 open enrolled students. This is an increase of nearly 13 percent from the previous year. The net change in open enrollment is reported in Table 9.

In 1995-96 as in other years shown, districts with enrollments under 400 and districts with enrollments of 7,500 and above reported the largest net loss of students through open enrollment. Districts with enrollments of 1,000 to 2,499 consistently registered net gains in open enrollment across the years shown.

Table 9

NET ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGROY
1990-91, 1993-94, 1994-95, AND 1995-96

	Net Enrollment Change				Open Enrollment Out
Enrollment Category	1990-1991	1993-1994	1994-1995	1995-1996	1995-1996
<250	-236	-432	-454	-539	658
250-399	-264	-477	-475	-462	1,061
400-599	-50	+112	+84	+216	1,472
600-999	+66	-83	-20	+59	2,655
1,000-2,499	+370	+1,025	+1,143	+1,101	2,655
2,500-7,499	+45	+379	+467	+633	1,844
7,500+	-67	-693	-832	-1,087	2,157

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES, 1990-91, 1993-94, 1994-95, AND 1995-96.

Early Childhood Education

During the 1994-95 school year, 43.3 percent of all public school districts reported offering preschool programs (Table 10). All districts with enrollments of 7,500 and above reported offering preschool programs. The lowest percentage of districts offering preschool programs were districts with enrollments of 600-999. No pattern was apparent with respect to the percentage of districts offering preschool programs within enrollment categories.

Also reported in Table 10 are the number of preschool children served. Data reflect that nearly half of all children served in preschool programs are from the largest districts. Making the assumption that the early childhood population remains relatively stable across districts, the number of children served in preschool programs compared to the number of kindergarten students provides some approximation of the proportion of preschool children being served by public school districts. For the state as a whole, an estimate of preschoolers being served in preschool programs is about 17 percent. The highest proportion of preschool students served occurred for districts under 400 enrollment and for districts with enrollments of 7,500 and above.

Table 10

IOWA PUBLIC SCHOOL PRESCHOOL PROGRAMS OFFERED AND PRESCHOOL AND KINDERGARTEN ENROLLMENTS BY ENROLLMENT CATEGORY — 1994-95

Enrollment Category	Number District	Number of Districts Offering Preschool Programs		Number of Children in Preschool Programs		Number of Kndrgrtn Children	Ratio of Preschool Children to Kndrgrtn Children
		Number	%	Number	%		
<250	28	15	53.6	189	3.0	435	43.0%
250-399	52	23	44.2	315	4.9	1,095	29.0%
400-599	84	33	39.3	580	9.1	3,232	18.0%
600-999	109	36	33.0	673	10.5	5,714	12.0%
1,000-2,499	84	38	45.2	908	14.2	9,239	10.0%
2,500-7,499	24	15	62.5	665	10.4	7,241	9.0%
7,500+	9	9	100.0	3,064	47.9	10,446	29.0%
State Total	390	169	43.3	6,394	100.0	37,402	17.0%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD EDUCATION FILE.

Table 11 provides historical trend data for Iowa and for the nation for the years 1985-86 through 1993-94. The number of enrolled prekindergarten students and the ratio of enrolled prekindergarten students to kindergarten students rose for Iowa and for the nation during this time period. Iowa's served prekindergarten population rose by more than 450 percent, from 974 to 5,430, compared to 268 percent nationally. The ratios of served prekindergarten to kindergarten children across the same time period rose for Iowa more steeply than for the nation, even though the national ratios generally exceeded Iowa's ratios.

Table 11

IOWA PUBLIC SCHOOL PREKINDERGARTEN ENROLLMENTS AS A PERCENT OF KINDERGARTEN ENROLLMENT 1985-86 TO 1993-94

	Iowa		Nation	
Year	Prekindergarten Enrollment	Prekindergarten Enrollment as a Percent of Kindergarten Enrollment	Prekindergarten Enrollment	Prekindergarten Enrollment as a Percent of Kindergarten Enrollment
1985-86	974	2.4%	151,393	5.0%
1986-87	981	2.4%	183,435	5.9%
1987-88	1,068	2.7%	192,051	6.0%
1988-89	3,334	8.5%	224,777	7.0%
1989-90	3,417	9.0%	264,202	8.2%
1990-91	4,747	12.2%	304,277	9.2%
1991-92	5,128	13.6%	358,439	10.8%
1992-93	4,592	12.6%	496,814	15.0%
1993-94	5,430	14.9%	556,918	16.5%

SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 1988 TO 1995.

Table 12 reflects the number and percentage of districts offering all-day, everyday, two semester kindergarten programs. From 1985-86 to 1992-93 the percentage of districts offering all-day, everyday, two semester programs more than doubled. Since 1992-93 through 1995-96 percentages increased by about five percentage points annually.

Table 12

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING ALL-DAY, EVERDAY, TWO SEMESTER KINDERGARTEN PROGRAMS — 1985-86 - 1995-96

Year	Number of Districts	Percent of Districts
1985-1986	110	25.2%
1986-1987	120	27.5%
1987-1988	134	30.7%
1988-1989	151	34.9%
1989-1990	163	37.8%
1990-1991	180	41.9%
1991-1992	199	46.8%
1992-1993	219	52.4%
1993-1994	228	57.4%
1994-1995	242	62.1%
1995-1996	256	66.9%

SOURCE: IOWA DEPARTMENT OF EDUCATION, POLICIES AND PROCEDURES FILE.

In 1985-86 only about one in four districts operated everyday, all-day, kindergarten programs. For the 1995-96 school year, 256 public school districts, or 66.8 percent, offered all-day everyday programs. The number and percentage of districts within each enrollment category offering all-day, everyday kindergarten programs is reflected in Table 13. In general, the percentage of districts offering all-day, everyday programs decreased with increases in enrollment categories. Information collected from school districts requested that districts identify their primary type of kindergarten program, since some district programs vary by kindergarten site. No districts in the largest enrollment category reported all-day, everyday kindergarten programs as their primary type.

Table 13

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 1995-96

		Kindergarten Program Type		
		All-Day, Everyday, Two Semesters		All Others
Enrollment Category	Number of Districts	Number of Districts	Percent in Category	Number of Districts
<250	26	21	84.0%	4*
250-399	50	41	82.0%	9
400-599	81	56	69.1%	25
600-999	108	79	73.1%	29
1,000-2,499	85	51	60.0%	34
2,500-7,499	25	8	32.0%	17
7,500+	9	0	0.0%	9
State	383*	256	66.8%	127

*ONE DISTRICT DOES NOT OPERATE A KINDERGARTEN PROGRAM.

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, 1995-96. POLICY & PROCEDURES FILE.

Staff

The staff section of the *Condition of Education Report* provides summary information on the characteristics of teachers, principals, and superintendents with respect to degree level, experience, age, gender, racial/ethnic group, and salaries. Information is provided for public schools, nonpublic schools and for area education agencies. Further information is provided on teacher assignments, gender comparisons across position classification, instructional aides, and pupil-teacher ratios. Current year information is compared with base year information and national and regional comparisons are made where availability of data permit.

Certificated Staff

During the 1995-96 school year there were 39,682 full-time public, nonpublic, and AEA certificated staff serving more than 549,000 public and nonpublic students throughout the state. Information in this section provides a summary of the characteristics and data regarding teachers, principals, superintendents, AEA staff and instructional aides as well as providing comparisons of changes from the previous year and from the base year of 1985-86.

Teacher Characteristics

For the 1995-96 school year there were 31,193 full-time public school teachers and 2,363 part-time teachers. There were 2,363 full-time nonpublic teachers and 565 part-time teachers teaching in approved nonpublic schools. The characteristics of both public and nonpublic teachers continues to show increases in the percentage of women teachers, increasing by nearly five percentage points for public schools since 1985-86. In 1995-96 nearly 80 percent of nonpublic teachers were women (Table 14).

The distribution of minority teachers in both public and nonpublic schools has remained relatively constant across the last decade at about 1.5 percent for public and about .5 percent for nonpublic schools.

Table 14

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS
1985-86, 1994-95 AND 1995-96

Characteristics	Public 85-86	Public 94-95	Public 95-96	Nonpublic 85-86	Nonpublic 94-95	Nonpublic 95-96
Average Age	39.9	42.2	42.2	36.6	40.1	38.9
Percent Female	63.5	67.4	68.1	77.5	74.2	79.3
Percent Minority	1.2	1.5	1.5	.5	.4	.7
Percent Advanced Degree	29.0	27.4	28.1	16.0	13.0	12.2
Average Total Experience	13.9	16.0	15.9	11.0	13.6	11.9
Average District Experience	10.6	12.4	12.3	5.7	9.3	7.8
Number of Full-Time Teachers	30,499	30,629	31,193	2,419	2,348	2,363

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE. (INCLUDES AEA TEACHERS)

The average age of public school teachers remained unchanged in 1995-96 from the previous year at just over 42 years. This represents an increase of just over two years in the last decade. The percentage of public teachers holding advanced degrees has changed only slightly over the ten-year period and is up over the previous year. The percentage of nonpublic teachers holding advanced degrees, on the other hand, is down nearly four percentage points from 1985-86. Average total experience and district tenure for public school teachers remained about the same in 1995-96 as in the previous year at 15.9 and 12.3 years respectively.

Teacher Salaries

In 1995-96 for Iowa's full-time public school teachers the average salary increase was 2.7 percent over the previous year, compared to an average increase for the nation of 2.4 percent. However, Iowa teacher salaries, on average, were still more than $5,400 less than the national average representing 85.6 percent of the national average, up from 85.3 percent in the previous year. Compared to average salaries of other midwest states, Iowa salaries ranked behind Illinois, Wisconsin, Minnesota, Kansas, and Missouri. The range in average salaries for the midwest states was $14,662 compared to a range of $14,972 in the previous year (Table 15 and Figure 3).

Table 15

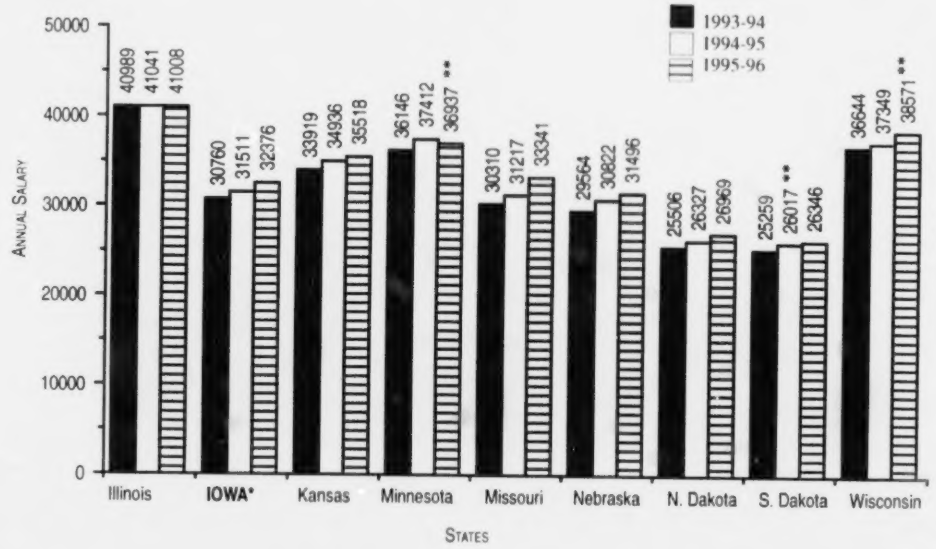
ESTIMATED AVERAGE ANNUAL SALARIES OF PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS FOR IOWA AND MIDWEST STATES 1993-94, 1994-95 AND 1995-96

Nation and State	(Revised) 1993-94	1994-95	1995-96
Nation	$35,819	$36,933	$37,824
Iowa	**$30,760***	**$31,511***	**$32,376***
Illinois	$40,989	$41,041	$41,008
Kansas	$33,919	$34,936	$35,518
Minnesota	$36,146	$37,412	$36,937**
Missouri	$30,310	$31,217	$33,341
Nebraska	$29,564	$30,822	$31,496
North Dakota	$25,506	$26,327	$26,969
South Dakota	$25,259	$26,017**	$26,346
Wisconsin	$36,644	$37,349	$38,571**

SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1995-96, NATIONAL EDUCATION ASSOCIATION.
NOTES: *DOES NOT INCLUDE PHASE III FUNDS. **DATA ESTIMATED BY NEA.

Figure 3

ESTIMATED AVERAGE ANNUAL SALARIES OF PUBLIC SCHOOL CLASSROOM TEACHERS FOR IOWA AND MIDWEST STATES 1993-94, 1994-95 AND 1995-96



SOURCE: ESTIMATES OF SCHOOL STATISTICS, 1995-96, NATIONAL EDUCATION ASSOCIATION, APRIL, 1996.
NOTE: *DOES NOT INCLUDE PHASE III FUNDS. **DATA ESTIMATED BY NEA.

Average salaries of full-time public school teachers across enrollment categories are shown in Table 16. The range in average salaries for 1995-96 was nearly $11,000 compared to $10,460 for the previous year. Average salaries in the smallest districts amounted to 68.7 percent of average salaries in the largest districts. This was down from the previous year when teachers from the smallest districts made 69.4 percent of the average salary of teachers in districts with enrollments between 2,500 and 7,499. The disparity in average teacher salaries in 1985-86 was slightly greater with teachers in the smallest districts making, on average, only 68 percent of teacher's salaries in the largest districts.

Average changes in salaries over the previous year were the smallest for districts under 250 enrollment, at 1.5 percent and the largest for districts with enrollments of 7,500 and above at 3.1 percent.

Table 16

Average Salaries of Iowa Full-Time Public School Teachers by Enrollment Category
1985-86, 1994-95 and 1995-96

Enrollment Category	1985-86*	1994-95*	1995-96*	% Change 1985-86 to 1995-96
<250	$16,347	$23,731	$24,089	47.4
250-399	17,971	26,225	26,759	48.9
400-599	19,198	27,904	28,606	49.0
600-999	20,079	28,838	29,639	47.6
1,000-2,499	21,616	31,639	32,304	49.4
2,500-7,499	23,835	34,191	34,983	46.8
7,500+	24,041	33,979	35,041	45.8
State	21,690	31,511	32,376	49.3

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.
Note: *Does not include Phase III funds.

Teacher Assignments

Public school secondary teacher assignments in the areas of English/language arts, mathematics, and science were examined for full-time staff during the 1995-96 school year. Data for assignments are reflected in Tables 17, 18, and 19 and Figures 4 and 5.

Table 17 depicts assignments of teachers in the English/language arts area. The number of teachers with assignments in this area has decreased, from the base year of 1985-86 to 1995-96, about 32 percent. A small decrease from the previous year also occurred. Statewide, 55.4 percent of teachers who taught English/language arts courses taught these courses exclusively, varying only slightly from the previous year. More than 73 percent of these teachers had majors in English/language arts, down slightly from the 1994-95 school year and up significantly from the 1985-86 school year.

Table 17

IOWA FULL-TIME TEACHERS WITH ENGLISH/LANGUAGE ARTS ASSIGNMENTS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

	1985-86			1994-95			1995-96		
Enrollment Category	Number of Teachers	% Exclusive* English Teacher	% with major in English**	Number of Teachers	% Exclusive* English Teacher	% with major in English**	Number of Teachers	% Exclusive* English Teacher	% with major in English**
<250	111	17.1	52.6	26	38.5	70.0	21	42.9	77.8
250-399	264	35.2	57.0	106	46.2	75.5	106	43.4	78.3
400-599	453	46.4	59.0	276	35.5	74.5	265	38.5	71.6
600-999	584	54.3	64.7	448	44.0	84.3	442	43.2	78.5
1,000-2,499	807	65.3	63.2	590	62.9	75.2	582	62.5	71.4
2,500-7,499	566	69.8	65.3	384	68.5	71.5	377	67.9	73.8
7,500+	765	74.1	67.9	625	58.1	73.6	604	59.8	71.2
Total	3,550	59.9	64.3	2,455	55.0	75.3	2,397	55.4	73.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.
NOTES: *PERCENT OF ENGLISH/LANGUAGE ARTS TEACHERS WHO TEACH ONLY ENGLISH/LANGUAGE ARTS.
**PERCENT OF EXCLUSIVE ENGLISH/LANGUAGE ARTS TEACHERS WHO HAVE A MAJOR IN ENGLISH/LANGUAGE ARTS.

Table 18

IOWA FULL-TIME TEACHERS WITH MATHEMATICS ASSIGNMENTS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

	1985-86			1994-95			1995-96		
Enrollment Category	Number of Teachers	% Exclusive* Math Teacher	% with major in Math**	Number of Teachers	% Exclusive* Math Teacher	% with major in Math**	Number of Teachers	% Exclusive* Math Teacher	% with major in Math**
<250	67	14.9	80.0	17	5.9	100.0	14	28.6	100.0
250-399	160	25.6	75.6	97	30.9	83.3	90	30.0	92.6
400-599	203	31.5	87.5	221	30.8	80.9	207	31.4	87.7
600-999	264	31.1	85.4	359	31.8	79.8	364	30.2	78.2
1,000-2,499	355	45.1	86.9	480	49.8	81.6	476	50.6	82.6
2,500-7,499	275	56.7	82.1	273	59.7	80.4	291	61.5	77.1
7,500+	387	62.0	71.7	465	52.7	71.8	453	52.8	71.6
Total	1,711	44.0	80.2	1,912	45.0	78.4	1,895	45.6	78.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.
NOTES: *PERCENT OF MATHEMATICS TEACHERS WHO TEACH ONLY MATHEMATICS.
**PERCENT OF EXCLUSIVE MATHEMATICS TEACHERS WHO HAVE A MAJOR IN MATHEMATICS.

Table 19

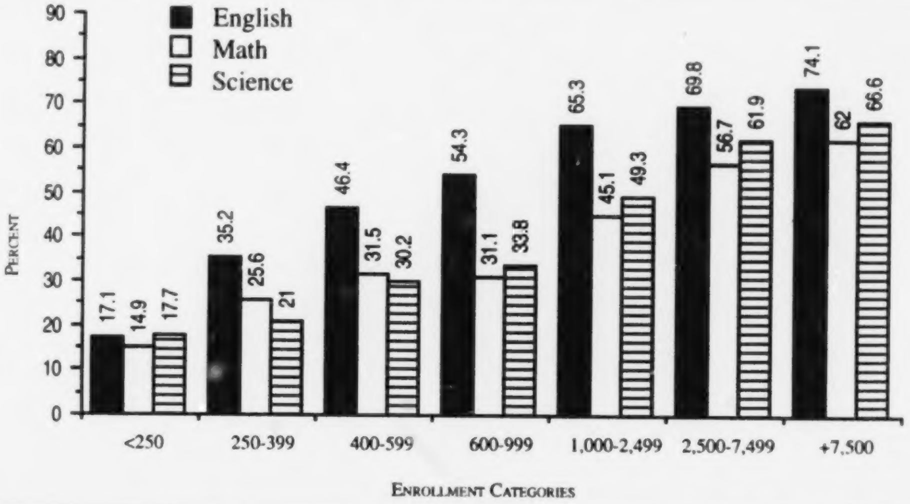
IOWA FULL-TIME TEACHERS WITH SCIENCE ASSIGNMENTS IN PUBLIC SECONDARY SCHOOLS BY ENROLLMENT CATEGORY

	1985-86			1994-95			1995-96		
Enrollment Category	Number of Teachers	% Exclusive* Science Teacher	% with major in Science**	Number of Teachers	% Exclusive* Science Teacher	% with major in Science**	Number of Teachers	% Exclusive* Science Teacher	% with major in Science**
<250	68	17.7	100.0	19	31.6	83.3	16	37.5	100.0
250-399	176	21.0	97.3	85	17.7	93.3	84	25.0	95.2
400-599	232	30.2	87.1	182	26.9	85.7	174	27.0	89.4
600-999	311	33.8	87.6	328	37.5	87.8	328	36.0	88.1
1,000-2,499	377	49.3	87.1	436	45.9	87.5	431	46.9	88.6
2,500-7,499	278	61.9	93.0	257	65.0	86.8	273	64.8	88.1
7,500+	326	66.6	85.7	401	62.3	75.2	406	62.1	75.8
Total	1,768	45.2	88.7	1,708	47.4	83.6	1,712	48.1	84.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.
NOTES: *PERCENT OF SCIENCE TEACHERS WHO TEACH ONLY SCIENCE.
**PERCENT OF EXCLUSIVE SCIENCE TEACHERS WHO HAVE A MAJOR IN SCIENCE.

Figure 4

PERCENT OF IOWA TEACHERS WITH EXCLUSIVE ASSIGNMENTS IN ENGLISH/LANGUAGE ARTS, MATHEMATICS AND SCIENCE (1985-86)

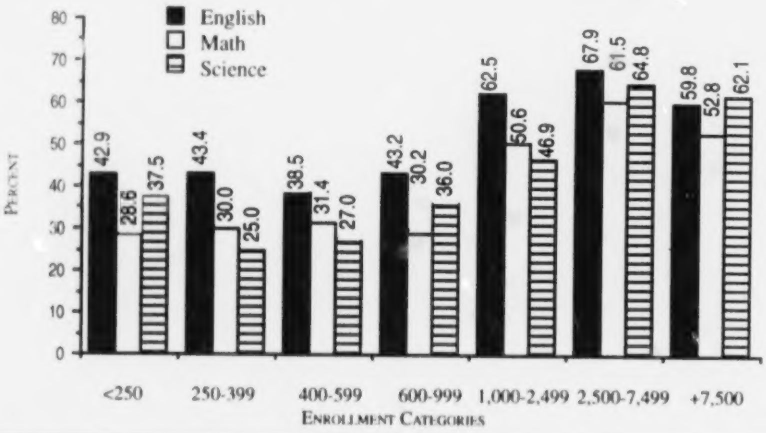


SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

The percentage of teachers teaching English/language arts who had majors in English/language arts varied across enrollment categories from a low of 71.2 percent to a high of 78.5 percent with no specific pattern with respect to enrollment category. The percentage of teachers with exclusive English/language arts assignments was lower for enrollment categories under 1,000 than for districts with enrollments greater than 1,000.

Figure 5

PERCENT OF IOWA TEACHERS WITH EXCLUSIVE ASSIGNMENTS IN ENGLISH/LANGUAGE ARTS, MATHEMATICS AND SCIENCE (1995-96)



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES, 1995-96.

Table 18 reflects assignments of full-time mathematics teachers. The number of teachers with assignments in mathematics in 1995-96 increased just under 11 percent from 1985-86 and decreased by just under one percent from the previous year. Nearly 79 percent of teachers who taught only mathematics in 1995-96 had majors in mathematics compared to about 80 percent in 1985-86. The percentage of teachers with mathematics majors tended to decrease with increases in enrollment. On the other hand, the percentage of teachers who taught mathematics exclusively tended to increase with increases in enrollment.

The assignments of full-time public school science teachers are reported in Table 19. The number of teachers with science assignments is nearly the same as in the base year and essentially the same as in the previous year. On the average, the percentage of science teachers with science majors dropped about four percentage points from 1985-86 and is up slightly from the previous year. Statewide, the percentage of science teachers who taught only science has increased by about three percentage points since 1985-86. As with mathematics and English/language arts; the percentage of science teachers with exclusive assignments in science, in general, increased with increases in enrollments.

Principal Characteristics

The characteristics of Iowa's 1,332 full-time public and nonpublic school principals are reflected in Table 20. Compared to the base year public school figures in 1985-86, total experience and the percentage of principals with advanced degrees has remained fairly stable. The percentage of minority principals in public schools increased from 1.6 percent to 2.6 percent. The percentage of women principals increased substantially from just under nine percent to nearly 24 percent. However, compared to the percentage of female teachers in the public schools, the figure is still quite low. Average age for public school principals has increased slightly over the base year figure. Average principal age in nonpublic schools increased 2.2 years over the period compared to 2.3 years for teachers.

Table 20

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS
1985-86, 1994-95, AND 1995-96

Characteristics	Public 1985-86	 1994-95	 1995-96	Nonpublic 1985-86	 1994-95	 1995-96
Average Age	46.6	47.3	47.1	46.0	47.5	48.2
Percent Female	8.7	21.6	23.7	49.5	38.1	45.9
Percent Minority	1.6	2.6	2.6	0	1.8	.7
Percent Advanced Degree	98.9	97.4	98.6	97.7	87.6	91.9
Average Total Experience	21.9	22.8	22.6	21.5	21.5	23.5
Number of Principals	1,223	1,177	1,196	177	138	136

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Principal Salaries

Salaries for full-time public school principals are displayed in Table 21. The range in average principal salaries for the 1995-96 school year was $23,017, substantially higher when compared to a range of $13,185 in the base year. In 1985-86 the average salary of principals in the smallest districts represented 66.7 percent of the average salary of principals in districts with enrollments of 7,500 and above, compared to 62 percent in 1995-96. Average salaries for public school principals increased with successive increases in enrollment. Salaries of public school principals increased 3.2 percent from the previous year compared to 2.7 percent for teachers and four percent for superintendents.

Table 21

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY
1985-86, 1994-95, AND 1995-96

Enrollment Category	Average Salary 1985-86	 1994-95	 1995-96	% Change 1985-86 to 1995-96
<250	$26,399	$36,773	$37,604	42.4
250-399	28,387	42,109	43,542	53.4
400-599	31,095	43,740	45,088	45.0
600-999	33,428	46,169	48,557	45.3
1,000-2,499	36,427	55,903	54,159	48.7
2,500-7,499	39,465	57,420	59,740	51.4
7,500+	39,584	58,500	60,621	53.1
State	35,313	51,500	53,160	50.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Superintendent Characteristics

The characteristics of public school superintendents are depicted in Table 22. Average age for superintendents has increased from 48.7 years in 1985-86 to 51.2 years in 1995-96. The percentage of female superintendents increased from 1.6 percent to 3.6 percent over the ten-year period, minority representation was zero in 1985-86 and under one percent in 1995-96. Average tenure for superintendents has decreased from nearly nine years in the base year to just over seven years in 1995-96.

Table 22

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-86, 1994-95, AND 1995-96

Characteristics	1985-86	1994-95	1995-96
Average Age	48.7	50.8	51.2
Percent Female	1.6	3.3	3.6
Percent Minority	0	.3	.9
Percent Specialists/Doctorate Degree	46.9	46.6	47.4
Average Total Experience	23.6	25.6	25.6
Average District Experience	8.8	7.0	7.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Superintendent Salaries

Superintendent's salaries increased an average of four percent in 1995-96 from the previous year compared to increases of 2.7 percent and 3.2 percent for teachers and principals respectively (Figure 6). The range in average salaries across enrollment categories was $50,063 in 1995-96 compared to $28,638 in 1985-86. In 1995-96 average salaries for superintendents in the smallest districts represented 49 percent of the average salary of superintendents from the largest districts (Table 23). On the average, public school superintendents earned 1.35 times what public school principals earned and 2.23 times the average of public school teachers in 1995-96 (Figure 7).

Table 23

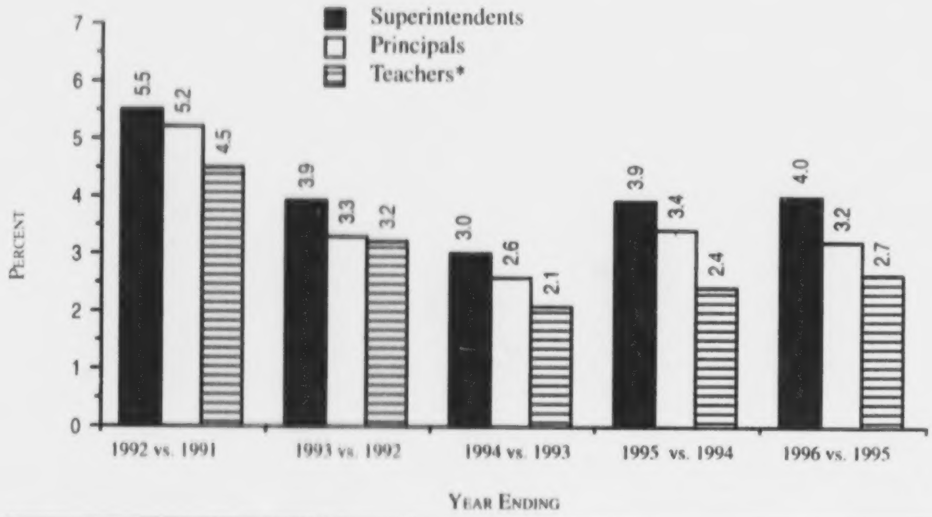
AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 1994-95, AND 1995-96

Enrollment Category	Average Salary 1985-86	Average Salary 1994-95	Average Salary 1995-96	% Change 1985-86 to 1995-96
<250	$33,597	$47,217	$48,202	43.5
250-399	34,060	52,961	54,347	59.6
400-599	39,213	56,440	58,704	49.7
600-999	41,482	60,063	62,346	50.3
1,000-2,499	47,288	73,513	70,928	50.0
2,500-7,499	55,110	83,138	85,959	56.0
7,500+	62,235	94,809	98,265	57.9
State	40,710	62,719	65,205	60.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Figure 6

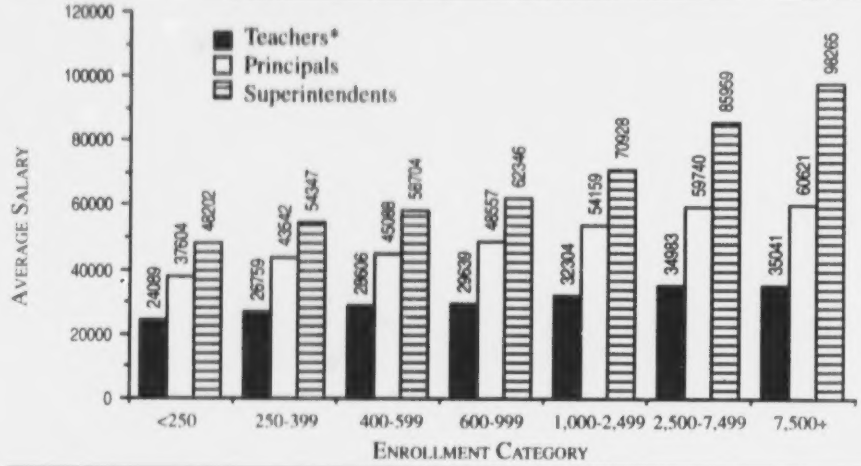
PERCENT SALARY INCREASE FROM THE PREVIOUS YEAR FOR IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, PRINCIPALS, & TEACHERS
1990-1991 TO 1995-1996



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.
*DOES NOT INCLUDE PHASE III FUNDS.

Figure 7

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, PRINCIPALS AND TEACHERS BY ENROLLMENT CATEGORY, 1995-96



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, 1995-96.
*DOES NOT INCLUDE PHASE III FUNDS.

Gender Comparisons

A comparison of public school teachers and principals by gender is provided in Tables 24 and 25. The comparisons reflect that female public school teachers and principals make slightly less money than their male colleagues. Differences in salary are due primarily to the fact that female teachers and principals, on average, are younger, fewer have advanced degrees; and have less experience than their male counterparts.

Table 24

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS — 1995-96

Characteristics	Female	Male
Average Age	42.0	42.7
Percent Minority	1.5	1.5
Percent Advanced Degree	24.8	35.5
Average Total Experience	14.9	17.9
Average District Experience	11.4	14.1
Average Salary*	$31,454	$34,333

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.
*DOES NOT INCLUDE PHASE III FUNDS.

Table 25

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS —1995-96

Characteristics	Female	Male
Average Age	45.9	47.5
Percent Minority	4.2	2.1
Percent Advanced Degree	98.6	98.6
Average Total Experience	19.9	23.4
Average District Experience	8.8	12.5
Average Salary	$51,607	$53,667

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Female public school superintendents earned more money, on average, than males; in spite of the fact that they were younger, had fewer years of experience, and fewer held degrees beyond the masters level.

Female nonpublic school teachers and principals, like their public school counterparts, also earned less money, on average, than males. Reasons for this were consistent with reasons expressed for public school personnel.

Area Education Agencies

Fifteen intermediate service units serve Iowa's public and nonpublic schools. These service units, referred to as area education agencies, provide a variety of services including special education, media, and other educational services. Table 26 reports characteristics of AEA personnel. The distribution of AEA personnel parallels that of public school teachers with respect to gender and minority status, with nearly 71 percent female staff, and 1.2 percent minority staff. Nearly three-quarters of AEA staff held advanced degrees and the average age and total experience was slightly higher than that for public school teachers.

Table 26

Characteristics of Iowa Full-Time Certificated AEA Staff 1995-96 School Year

Percent Men	29.2
Percent Women	70.8
Percent Minority	1.2
Percent staff with advanced degrees	74.5
Average years total experience	16.2
Average number of contract days	198
Average Age	43.6
Average Salary	$37,884

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File, 1995-96.

The distribution of AEA staff is reflected in Table 27 and in Figure 8. A total of 15.3 percent of AEA staff were classified as consultants, 13.6 percent as certified clinicians, and 12.4 percent as school psychologists. The distribution of districts, enrollment, and certificated staff for AEAs is shown in Table 28. Nearly 45 percent of public school students are served by three AEAs: AEAs 9, 10, and 11. These three AEAs also represent more than 43 percent of the AEA certificated staff.

Table 27

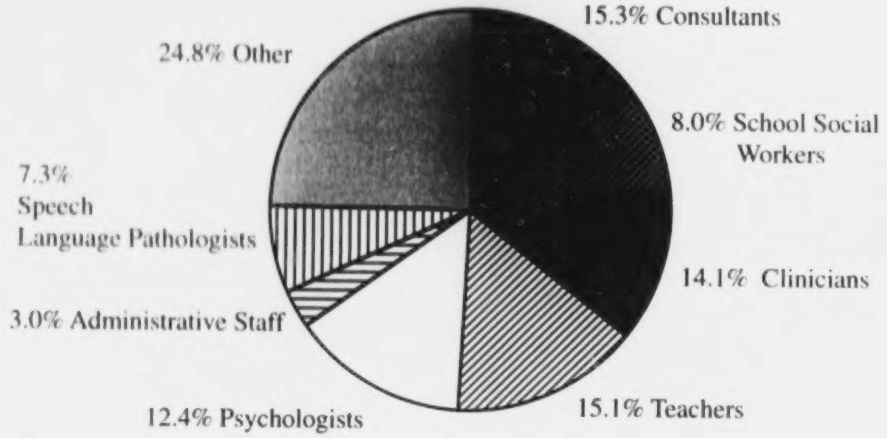
NUMBER OF IOWA FULL-TIME AEA CERTIFICATED STAFF BY POSITION, 1995-96

Position	Number	Percent
Administrative Assistant	2	0.1
Administrator	15	0.6
Assistant Dean/Director	11	0.4
Clinician	365	14.1
Consultant	396	15.3
Coordinator	88	3.4
Department Head	14	0.5
Director	43	1.7
Educational Strategist	18	0.7
Home Intervention PK Teacher	57	2.2
Hospital/Home Teacher	7	0.3
Instructor/Consultant	60	2.3
Integration Teacher	68	2.6
Itinerant Teacher	85	3.3
Librarian	5	0.2
Manager	1	0.0
Pre School Teacher	15	0.6
Principal	4	0.2
Resource Teacher	128	4.9
School Audiologist Specialist	9	0.3
School Social Worker	207	8.0
School Psychologist	323	12.4
School Audio Consultant	17	0.7
Self-contained Special Education 2.2	138	5.3
Self-contained Special Education 3.6	105	4.0
Speach Language Pathologists	190	7.3
Specialist	40	1.5
Supervisor	62	2.4
Teacher	32	1.2
Therapist	91	3.5
Total	2,596	

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, 1995-96.

Figure 8

PERCENT OF IOWA FULL-TIME AEA CERTIFICATED STAFF BY POSITION, 1995-96



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, 1995-96.
NOTE: ADMINISTRATIVE STAFF INCLUDES ADMINISTRATIVE ASSISTANTS, ADMINISTRATORS, ASSISTANT DEAN/DIRECTORS, DIRECTORS, AND PRINCIPALS.

Table 28

DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS, ENROLLMENT AND TOTAL CERTIFICATED STAFF BY AEA'S, 1995-96

AEA	Districts		Enrollment		Certificated Staff	
	N	%	N	%	N	%
1	25	6.5	34,761	6.9	2,679	6.7
2	25	6.5	22,262	4.4	1,911	4.8
3	20	5.2	13,081	2.6	1,129	2.8
4	14	3.7	11,480	2.3	975	2.4
5	32	8.3	26,081	5.2	2,268	5.6
6	16	4.2	17,282	3.4	1,437	3.6
7	25	6.5	32,897	6.5	2,739	6.8
9	22	5.7	52,062	10.3	4,046	10.1
10	33	8.6	61,403	12.2	4,780	11.9
11	56	14.6	112,112	22.2	8,579	21.3
12	25	6.5	31,428	6.2	2,469	6.1
13	32	8.3	33,565	6.6	2,666	6.6
14	22	5.7	12,376	2.5	1,092	2.7
15	24	6.3	24,538	4.9	1,984	4.9
16	13	3.4	19,177	3.8	1,472	3.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, AND CERTIFIED ENROLLMENT FILE 1995-96.

Instructional Aides

Instructional aides serving the public schools are reported in Table 29. The total number of aides has increased from just under 2,700 in the base year to more than 5,500 in 1995-96, an increase of more than 100 percent. The increase in the number of aides across enrollment categories ranged from 18.5 percent in the smallest districts to nearly 173 percent for districts with enrollments of 600 to 999.

Table 29

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS
1985-86 AND 1995-96

	Number of Full-time Equivalent Aides		
Enrollment Category	1985-86	1995-96	% Change in FTE Aides 1985-86 to 1995-96
<250	40.1	47.5	18.5
250-399	124.2	196.8	58.5
400-599	167.5	382.2	128.2
600-999	249.1	679.0	172.6
1,000-2,499	605.9	1,370.8	126.2
2,500-7,499	625.7	1,247.3	99.3
7,500+	856.1	1,613.6	88.5
State	2,668.6	5,537.2	107.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE.

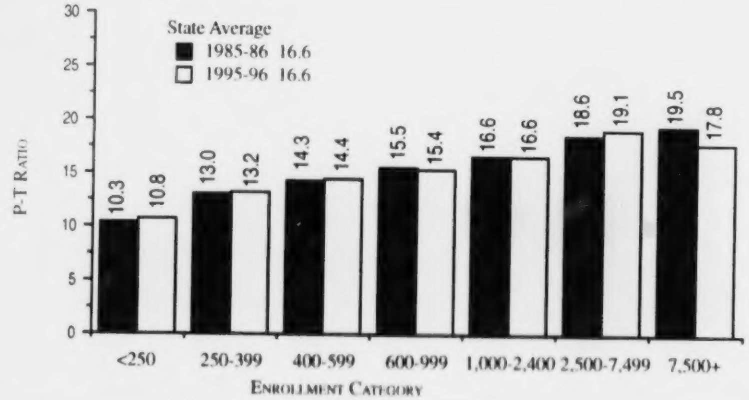
Pupil-Teacher Ratio

Pupil-teacher ratios are calculated by using the full time equivalent (FTE) of all teachers from the Basic Educational Data Survey, enrollment report, and all pupils reported in each grade. Special education teachers and special education pupils reported as ungraded are not included.

K-12 pupil-teacher ratios for 1995-96 remained unchanged from the previous year, at 16.6 to one, and matched the figures for the base year 1985-86. Pupil-teacher ratios across enrollment categories, in general, showed increases from the previous year. The two exceptions were for districts with enrollments of 600-999 and for the largest districts (Figure 9).

Figure 9

K-12 Pupil-Teacher Ratios for Iowa Public Schools 1985-86 and 1995-96



Source: Iowa Department of Education, Basic Educational Data Survey, Enrollment File.
Note: Pupil-Teacher ratios do not include special education teachers or ungraded special education students.

According to figures provided by the National Education Association, Table 30, Iowa ranked twenty-seventh nationally in pupil-teacher ratio based on average daily membership (ADM) and thirtieth based on average daily attendance (ADA) at 15.5 and 14.7 respectively. A comparison with other midwestern states, is also reflected in Table 30. Iowa's pupil-teacher ratio was the third highest among the other midwestern states shown, based on ADM and ADA.

Table 30

Pupil Teacher Ratios for Iowa and Midwest States — (1994-95)*

State	Pupil Teacher Ratio in Average Daily Membership (ADM)	Pupil Teacher Ratio in Average Daily Attendance (ADA)
Illinois	16.5	15.3
Iowa	15.5	14.7
Iowa's Rank in Nation	27	30
Kansas	14.4	13.6
Minnesota	17.1	16
Missouri	NA	NA
Nebraska	14.5	13.8
North Dakota	15.3	14.8
South Dakota	15.1	14.5
Wisconsin	15.0	14.1
Nation	NA	15.9

Source: Rankings of the States 1995, National Education Association.
Note: *Includes public elementary and secondary schools only.

Program

The program section provides information on the average curriculum unit offerings for English/language arts, mathematics, science, social studies, foreign language, and health and physical education, also included are enrollments and estimated percentages of students enrolled in foreign languages, higher level mathematics and science, student evaluations of local high school programs from the ACT High School Profile, length of school day, computer hardware and software expenditures, and computer technology and use of the World Wide Web.

Curriculum Unit Offerings

As reported in Table 31, unit offerings for subject areas shown have all increased substantially from the base year 1985-86 and, in addition, all surpass the revised minimum standards established in 1989-90. Further, the average number of units offered and taught in 1995-96 exceeded previous year figures for all subject areas shown. The areas of English/language arts and mathematics reflected the highest average units offered and taught with nine units and health and physical education the lowest at 2.4 units.

Table 31

AVERAGE UNITS OFFERED AND TAUGHT BY IOWA PUBLIC SCHOOL DISTRICTS

Subject Area	Revised Minimum Unit Standards 1989-90	Average Number Units Taught 1985-86	1994-95	1995-96
English/Language Arts	6	6.9	8.7	9.0
Mathematics	6	7.2	8.5	9.0
Science	5	5.6	6.9	7.0
Social Studies	5	4.9	6.2	6.4
Foreign Language	4	3.6	6.2	6.4
Health/P.Ed.	2	1.3	2.4	2.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Tables 32 and 33 provide a comparison of units offered and taught by district enrollment category. In general, units offered increased with successive increases in enrollment categories. In 1995-96 the range in average units across enrollment categories was greatest for foreign language and English/language arts.

Table 32

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY IOWA PUBLIC SCHOOL DISTRICTS — 1985-86

Subject Area	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
English/Language Arts	5.0	5.6	6.3	6.6	8.2	11.4	17.7
Mathematics	6.4	6.4	6.8	7.0	8.0	9.8	12.7
Science	4.6	4.8	5.2	5.7	6.2	8.1	9.6
Social Studies	4.2	4.4	4.7	4.8	5.6	6.5	8.8
Foreign Language	2.1	2.3	2.5	3.2	4.9	9.8	14.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Table 33

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY IOWA PUBLIC SCHOOL DISTRICTS — 1995-96

Subject Area	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
English/Language Arts	6.2	6.7	6.8	7.5	9.2	14.6	17.7
Mathematics	6.8	7.1	7.2	7.8	9.0	13.7	15.5
Science	5.4	5.7	5.7	6.2	6.6	10.2	11.2
Social Studies	5.1	5.2	5.3	5.5	6.1	9.5	10.1
Foreign Language	4.5	4.3	4.4	4.8	6.9	11.5	18.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Foreign Language Enrollments

Foreign language enrollments, shown in Table 34, reflect that enrollment in foreign language has risen from just under an estimated 31 percent in 1985-86 to an estimated 50 percent in 1995-96. This is down slightly from an estimated 52 percent in the prior year.

The estimated average percentage of high school students enrolled in foreign language courses in 1995-96 varied by enrollment category from 38.2 percent in districts under 250 enrollment to 57.6 percent in districts with enrollments of 2,500-7,499.

Table 34

TOTAL IOWA PUBLIC SCHOOL ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY — GRADES 9-12

Enrollment Category	1985-86 Number	1985-86 Estimated Percent	1993-94 Number	1993-94 Estimated Percent	1994-95 Number	1994-95 Estimated Percent	1995-96 Number	1995-96 Estimated Percent
State	46,791	30.8	73,291	51.5	76,938	52.0	76,221	50.0
<250	658	20.4	322	41.5	267	42.4	268	38.2
250-399	1,667	18.2	2,140	41.2	2,178	40.5	2,093	43.0
400-599	2,769	18.9	5,482	40.3	6,008	43.6	5,947	40.9
600-999	5,079	21.8	11,698	47.7	13,526	57.1	11,641	45.6
1,000-2,499	10,536	30.2	18,008	50.8	19,738	50.2	20,378	50.8
2,500-7,499	13,018	42.7	15,439	56.0	16,014	55.7	16,845	57.6
7,500+	13,064	35.9	20,202	57.3	19,207	52.8	19,049	50.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.
NOTES: PERCENTS ARE ESTIMATED WITH AN ASSUMPTION THAT FOREIGN LANGUAGE COURSES ARE NORMALLY TAKEN IN GRADES 9-12.

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For the 1995-96 school year, the number and estimated percentage of students enrolled in foreign languages is reflected in Table 35. Nearly three-fourths of the more than 76,000 students enrolled in foreign language in Iowa public schools were enrolled in Spanish; 15.7 percent were enrolled in French, and 7.8 percent were enrolled in German. The remaining 1.9 percent were enrolled in other foreign languages. The percentages of students enrolled in the various foreign language courses remained essentially unchanged from the previous year.

Table 35

1995-96 FOREIGN LANGUAGE ENROLLMENT FOR IOWA PUBLIC SCHOOLS BY LANGUAGE — GRADES 9-12

Language	Number of Districts	Number of Pupils	Percent
Spanish I-VI	331	56,866	74.6
French I-VI	111	12,004	15.7
German I-VI	70	5,963	7.8
Japanese I-V	11	639	.8
Russian I-V	20	405	.5
Latin I-V	6	227	.3
Chinese I-II	1	36	<.1
Italian I-V	1	74	.1
Norwegian I-II	3	7	<.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

Higher Level Mathematics Enrollments

Calculus

The estimated percentage of twelfth grade public school students enrolled in calculus has shown a steady increase across the time period from 1985-86 through 1995-96 (Table 36). In 1995-96, an estimated 12.1 percent of twelfth graders were enrolled in calculus.

Table 36

IOWA PUBLIC SCHOOL ENROLLMENT IN CALCULUS

Year	Number of Students	Estimated Percent of Students
1985-86	2,004	5.6
1991-92	2,471	7.8
1992-93	3,528	10.7
1993-94	3,864	11.9
1994-95	4,094	12.0
1995-96	4,183	12.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Fifty-five percent or 196 of the 353 districts operating high schools offered and taught calculus in 1995-96. The variation in the estimated percentage of students enrolled in calculus ranged from 7.7 percent in districts enrolling 400-599 students to 18 percent in districts enrolling 7,500 or more students (Table 37).

Table 37

1995-96 IOWA PUBLIC SCHOOL ENROLLMENT IN CALCULUS BY ENROLLMENT CATEGORY

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Number of Districts	196	4	16	35	57	54	21	9
Pupils Enrolled	4,183	27	130	260	496	990	803	1,477
Estimated Percent	12.1	16.6	11.0	7.7	8.5	10.8	12.1	18.0
Boys	2,313	11	73	134	270	551	480	794
Girls	1,870	16	57	126	226	439	323	683

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Trigonometry

Table 38 reports the estimated percentages of eleventh graders enrolled in trigonometry. Data provided for 1985-86 and for 1991-92 through 1995-96 generally reflect a downward trend in trigonometry enrollment from a high of 15 percent in 1991-92 to 12.7 percent for the 1995-96 school year.

Table 38

IOWA PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY

Year	Number of Students	Estimated Percent of Students
1985-86	5,107	9.2
1991-92	4,984	15.0
1992-93	4,663	14.2
1993-94	4,915	14.1
1994-95	5,046	14.3
1995-96	4,677	12.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Table 39 reflects the estimated percentage of eleventh graders enrolled in trigonometry by enrollment category for the 1995-96 school year. Approximately 36 percent of Iowa's 353 public school districts operating high school programs offered and taught trigonometry. The estimated percentage of eleventh graders enrolled in trigonometry across enrollment categories ranged from a low of 5.4 percent in the smallest districts to 16.5 percent in the largest districts. An estimated 12.7 percent of eleventh graders were enrolled in trigonometry in 1995-96.

Table 39

1995-96 IOWA PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY BY ENROLLMENT CATEGORY

		Enrollment Category						
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Pupils Enrolled	4,677	11	152	278	598	1,457	701	1,480
Estimated Percent	12.7	5.4	12.7	7.7	9.5	15.1	10.0	16.5
Boys	2,350	6	81	116	307	706	365	769
Girls	2,327	5	71	162	291	751	336	711

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Higher Level Science Enrollments

Chemistry

Public school enrollments in chemistry are reported in Table 40. Estimates of the percentage of students enrolled in chemistry have increased from under 50 percent in 1985-86, to a high of 69 percent in 1994-95, decreasing to an estimated 65.7 percent in 1995-96.

Table 40

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY

Year	Number of Students	Estimated Percent of Students
1985-86	17,945	48.2
1991-92	21,180	63.5
1992-93	22,521	68.4
1993-94	22,860	65.6
1994-95	24,432	69.0
1995-96	24,234	65.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT CHEMISTRY IS NORMALLY TAKEN IN GRADE 11.

Nearly 98 percent of all districts operating high school programs offered chemistry in 1995-96. Slightly more girls, 52.5 percent, than boys were enrolled in chemistry statewide. Estimated percentages of eleventh graders enrolled in chemistry ranged from 51.2 percent in the smallest districts to 78.1 percent enrolled in districts with enrollments of 2,500-7,499 (Table 41).

Table 41

1995-96 IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY

	Enrollment Category							
	State	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Number of Districts	345	9	37	83	101	82	24	9
Pupils Enrolled	24,234	104	726	2,092	3,803	6,054	5,461	5,994
Estimated Percent	65.7	51.2	60.8	58.2	60.6	62.8	78.1	66.9
Boys	11,503	36	344	957	1,793	2,778	2,698	2,897
Girls	12,731	68	382	1,135	2,010	3,276	2,763	3,097

Source: Iowa Department of Education, Basic Educational Data Survey, curriculum and enrollment files.
Note: Estimated percents are based on assumption that chemistry is normally taken in grade 11.

Physics

Statewide enrollments and estimated percentages of twelfth graders enrolled in physics are reported in Table 42. Physics enrollment has increased from just under 25 percent in 1985-86 to a high of 34 percent in 1993-94 and has declined slightly each year over the last two years.

Table 42

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS

Year	Number of Students	Estimated Percent of Students
1985-86	9,051	24.3
1991-92	9,723	30.7
1992-93	10,714	32.5
1993-94	11,062	34.0
1994-95	11,505	33.8
1995-96	11,107	32.1

Source: Iowa Department of Education, Basic Educational Data Survey, curriculum file.
Note: Estimated percents are based on assumption that physics is normally taken in grade 12.

Table 43 reports physics enrollment and estimates of the percent of students enrolled by district enrollment category. Overall enrollment in physics is composed of about 57 percent boys and 43 percent girls. The proportion in 1985-86 was 61 percent boys to 39 percent girls. The estimated percent of students enrolled in physics appeared to reflect no pattern with respect to enrollment category.

Table 43

1995-96 IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY

	Enrollment Category							
	State	<250	250- 399	400- 599	600- 999	1,000- 2,499	2,500- 7,499	7,500+
Number of Districts	342	8	37	82	100	82	24	9
Pupils Enrolled	11,107	54	287	1,040	1,667	2,426	2,541	3,092
Estimated Percent	32.1	33.1	24.3	30.9	28.5	26.5	38.4	37.6
Boys	6,366	28	151	562	945	1,402	1,559	1,719
Girls	4,741	26	136	478	722	1,024	982	1,373

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: ESTIMATED PERCENTS ARE BASED ON ASSUMPTION THAT PHYSICS IS NORMALLY TAKEN IN GRADE 12.

Expenditures for Computer Hardware and Software

Total expenditures for computer hardware and software by Iowa public schools increased from just over $20 million in 1992-93 to nearly $26.5 million in 1994-95, an increase of 31.5 percent for the period.

Hardware expenditures showed a steady increase, climbing from $14.5 million in 1992-93 to $20.2 million in 1992-93, to over $21 million in 1994-95.

Software expenditures were at their highest level in 1992-93, decreasing about $1.7 million in 1993-94, then climbing to just over $5.4 million for 1994-95 (Table 44).

Per pupil expenditures for combined hardware and software have increased from about $41 per pupil in 1992-93 to nearly $53 per pupil in 1994-95, an increase of about 30 percent. Considered separately, software expenditures decreased on a per pupil basis from $11.27 to $10.88 in 1994-95, while per pupil hardware expenditures rose from just under $30 in 1992-93 to over $42 in 1994-95.

Table 44

TOTAL EXPENDITURES AND PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE* IN IOWA PUBLIC SCHOOLS THREE-YEAR COMPARISON

			Software		Hardware		Software & Hardware	
Year	No. of Districts	Total Enrollment	Total Spent	Per Pupil Spent	Total Spent	Per Pupil Spent	Total Spent	Per Pupil Spent
1992-93	418	495,342	$5,581,237	$11.27	$14,562,080	$29.40	$20,143,317	$40.67
1993-94	397	497,009	$3,957,878	$7.96	$20,244,041	$40.73	$24,201,919	$48.70
1994-95	390	500,592	$5,448,978	$10.88	$21,049,364	$42.05	$26,498,342	$52.93

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1994-95. (PER PUPIL BASED ON CERTIFIED ENROLLMENT).
NOTE: *INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Expenditures for computer hardware and software by enrollment category are reflected in Table 45. The highest per pupil expenditures for both hardware and software were reported for districts with enrollments of 250-399, and the lowest for districts with enrollments of 7,500 and above. However, no patterns in expenditures per pupil were reflected across other enrollment categories.

Table 45

IOWA PUBLIC SCHOOL TOTAL AND PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE 1994-95*

Enrollment Category	Number of Districts	Total Enrollment	Software				Hardware			
			Total Spent	Minimum	Maximum	Per Pupil Average	Total Spent	Minimum	Maximum	Per Pupil Average
<250	28	5,661	$71,172	$0	$19,030	$13	$141,278	$0	$23,272	$25
250-399	52	17,073	$314,310	$0	$66,550	$18	$1,044,038	$0	$128,000	$61
400-599	84	41,451	$445,257	$0	$54,314	$11	$1,745,604	$0	$102,920	$42
600-999	109	82,458	$817,254	$0	$76,501	$10	$4,011,571	$0	$242,294	$49
1,000-2,499	84	127,406	$1,536,527	$0	$164,996	$12	$5,913,188	$0	$320,907	$46
2,500-7,499	24	95,211	$1,236,537	$0	$231,835	$13	$4,511,180	$0	$569,718	$47
7,500+	9	131,332	$1,027,921	$0	$382,274	$8	$3,682,505	$0	$907,210	$28
State	390	500,592	$5,448,978	$0	$382,274	$11	$21,049,364	$0	$907,210	$42

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1994-95. (PER PUPIL EXPENDITURES BASED ON CERTIFIED ENROLLMENT).

NOTE: *INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Length of School Day

The length of the school day for Iowa public high schools is compared for 1990-91 and 1995-96 in Tables 46 and 47. In general, the length of the school day, defined as time in session, minus lunch hours, remained essentially unchanged when both average length of school day and median length of school day were compared. The greatest ranges in length of school day in 1995-96 occurred for districts with enrollments of 600-999 and for districts with enrollments of 2,500-7,499, with ranges of 52 minutes and one hour and five minutes respectively.

42

Table 46

Length of School Day Reported by Iowa Public High Schools by Enrollment Category
1990-91 — (Hours:Minutes)

Enrollment Category	Number[1] of Districts	Mean	Median	Min.	Max.	Range
<250	16	6:29	6:29	6:11	6:41	:30
250-399	62	6:30	6:30	6:05	6:49	:44
400-599	101	6:32	6:33	6:00	6:55	:55
600-999	88	6:29	6:30	5:55	6:55	1:00
1,000-2,499	74	6:26	6:26	5:51	6:47	:56
2,500-7,499	23	6:26	6:27	5:55	6:55	1:00
7,500+	7	6:19	6:20	6:10	6:30	:20
State	371	6:28	6:30	5:51	6:55	1:04

Source: Iowa Department of Education, Basic Educational Data Survey, Policies and Procedures File, 1990-91.
Note: [1]Number of districts operating high school programs.

Table 47

Length of School Day Reported by Iowa Public High Schools by Enrollment Category
1995-96 — (Hours:Minutes)

Enrollment Category	Number[1] of Districts	Mean	Median	Min.	Max.	Range
<250	9	6:33	6:40	6:11	6:45	:34
250-399	38	6:32	6:33	6:11	6:50	:39
400-599	79	6:31	6:30	6:13	6:46	.33
600-999	108	6:32	6:35	6:05	6:57	:52
1,000-2,499	85	6:28	6:30	6:00	6:48	:48
2,500-7,499	25	6:26	6:25	6:00	7:05	1:05
7,500+	9	6:21	6:20	6:05	6:51	:46
State	353	6:30	6:30	6:00	7:05	1:05

Source: Iowa Department of Education, Basic Educational Data Survey, Policies and Procedures File, 1995-96.
Note: [1]Number of districts operating high school programs.

Student Evaluation of Local High School Programs

Data from the American College Testing (ACT) High School Profile were used to make comparisons for the class of 1995 across enrollment categories. Comparisons were made between Iowa eleventh and twelfth grade students and students across the nation. The Iowa data represented over 60 percent of Iowa graduates who took the ACT and 40 percent of the graduates in the nation. Students rated their high schools on eleven factors: 1) classroom instruction; 2) the number and variety of course offerings; 3) grading practices and policies; 4) the number and kind of tests given; 5) guidance services; 6) rules, regulations, and policies; 7) library or learning center; 8) laboratory facilities; 9) provision for students needing special assistance in improving various skills; 10) provisions for academically outstanding students; and 11) emphasis on career education and planning.

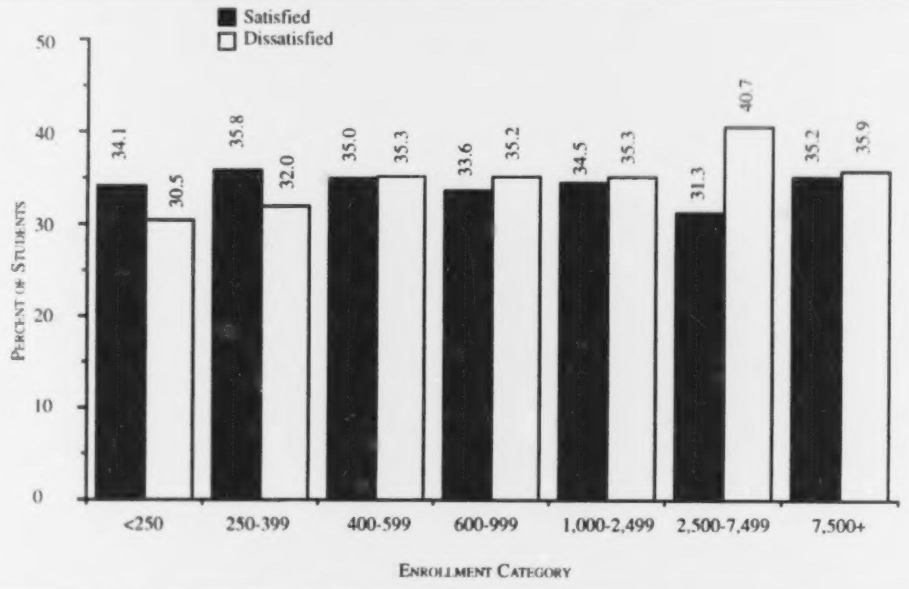
For the eleven aspects, students were given the following response options: 1) satisfied, no change necessary; 2) neutral, no strong feeling one way or the other; 3) dissatisfied, improvement is needed; and 4) no experience with this aspect of the school. Only the response categories of satisfied and dissatisfied were used for the purpose of this investigation.

Five of the eleven aspects of local high schools are reported in Figures 10 - 14. These include student ratings of: classroom instruction; course offerings; guidance services; school rules, regulations, and policies; and career education and planning.

Figure 10 presents student evaluation of school rules, regulations, and policies. In general, students expressed essentially the same degree of satisfaction toward school rules as dissatisfaction. Levels of satisfaction and dissatisfaction were markedly similar for each of the seven enrollment categories. The greatest spread between satisfaction and dissatisfaction occurred among students in districts with enrollments of 2,500 and 7,499.

Figure 10

1995 IOWA STUDENT EVALUATION OF HIGH SCHOOL RULES, REGULATIONS, AND POLICIES BY ENROLLMENT CATEGORY

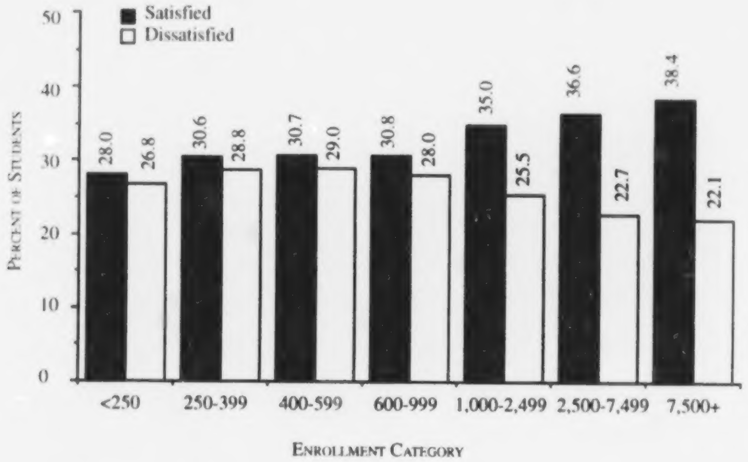


SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

Student evaluation of career education and planning are reflected in Figure 11. In general, students from districts under 1,000 expressed about the same degree of satisfaction and dissatisfaction toward career education and planning. Students from districts with enrollments of 1,000 or greater expressed a greater degree of satisfaction than dissatisfaction toward career education and planning. The spread between satisfaction and dissatisfaction was greatest in the largest enrollment category where about 16 percent more students were satisfied than were dissatisfied with the career education/planning aspect of their local high schools.

Figure 11

1995 IOWA STUDENT EVALUATION OF HIGH SCHOOL CAREER EDUCATION AND PLANNING BY ENROLLMENT CATEGORY

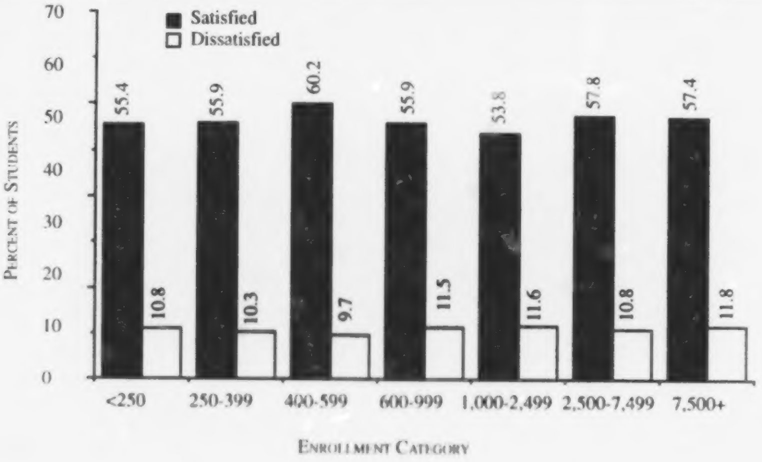


SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

Figure 12 depicts student evaluations with respect to classroom instruction. In general, about 55 percent or more of Iowa students surveyed expressed satisfaction with this aspect of local high schools, and fewer than 12 percent expressed dissatisfaction toward this aspect of their local high school program.

Figure 12

1995 IOWA STUDENT EVALUATION OF HIGH SCHOOL CLASSROOM INSTRUCTION BY ENROLLMENT CATEGORY

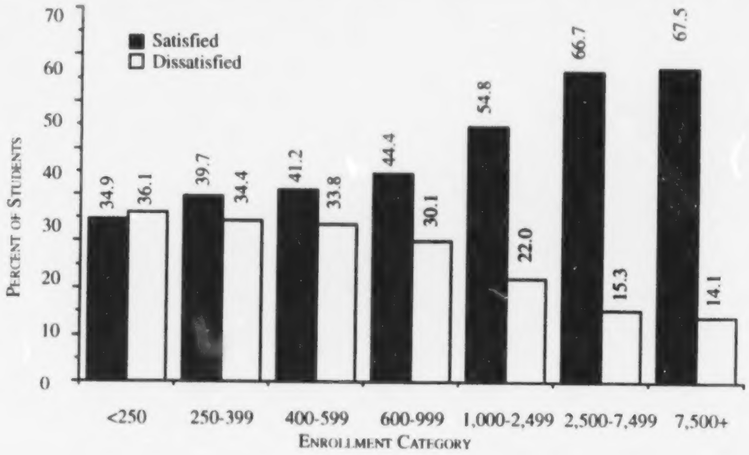


SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

In the areas of course offerings (Figure 13), and guidance services (Figure 14), results were generally the same as in the previous year. An increase in the percentage of satisfactory responses and a decrease in the percentage of responses reflecting dissatisfaction appeared to correspond with increases in enrollment with respect to the course offerings aspect. With respect to guidance services the percentage of students expressing satisfaction ranged from about 42 to 50 percent with levels of dissatisfaction ranging from about 23 to 30 percent.

Figure 13

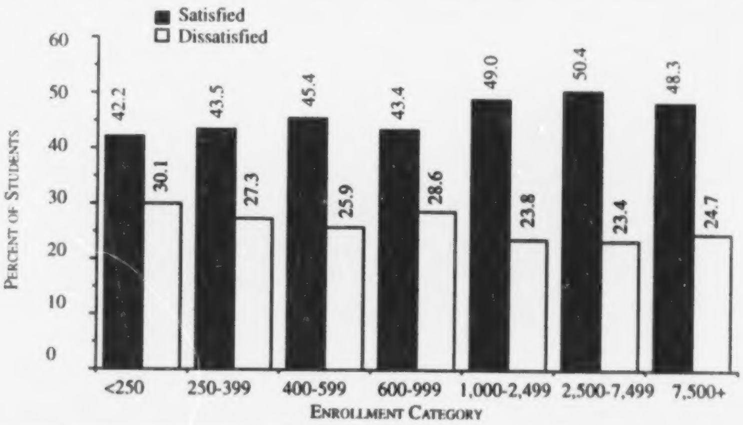
1995 IOWA STUDENT EVALUATION OF HIGH SCHOOL COURSE OFFERINGS BY ENROLLMENT CATEGORIES



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

Figure 14

1995 IOWA STUDENT EVALUATION OF HIGH SCHOOL GUIDANCE SERVICES BY ENROLLMENT CATEGORY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

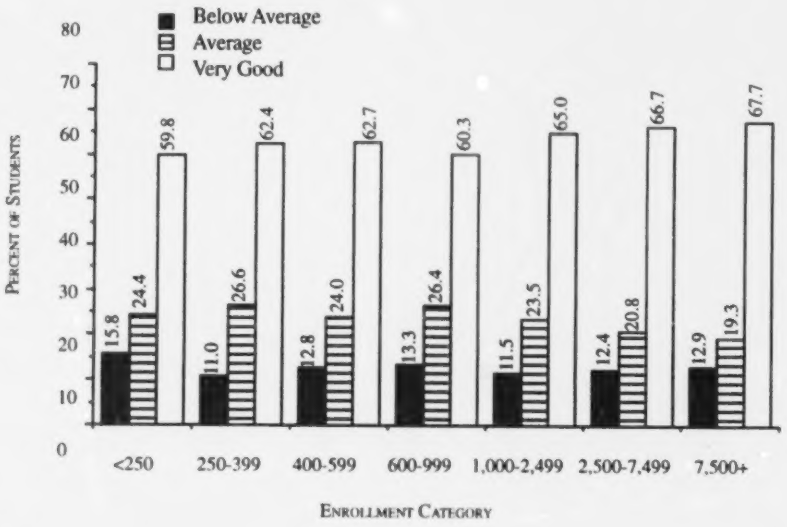
In summary, student responses with respect to the degree of satisfaction or dissatisfaction with these five aspects of local high schools was markedly similar to results for the previous school year. As in the previous year there were two of the five high school program aspects where the spread between student satisfaction and dissatisfaction was not weighted heavily on the satisfactory side; school rules, regulations and policies, and career education and planning.

Figure 15 reflects the overall student evaluation of high school experiences. Students were asked about the adequacy of their high school education and response categories included: 1) Very inadequate, 2) below average, 3) average, 4) good, and 5) excellent.

In the analyses, very inadequate and below average, responses were combined and were considered to represent 'below average.' The responses, good and excellent, were also combined to represent a response of 'very good'. Iowa students responded positively overall, with about 60 percent or more rating their high schools as very good. The percentage of 'very good' ratings decreased slightly over the previous year for students in districts with enrollments of 400-7,499, while the percentage of 'very good' ratings increased slightly over the previous year in the other enrollment categories. The highest overall ratings for high schools occurred for students in districts with enrollments of 1,000 and above.

Figure 15

1995 IOWA STUDENT OVERALL EVALUATION OF THE LOCAL HIGH SCHOOL BY ENROLLMENT CATEGORY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA, 1995.

Iowa and National Comparisons of Student Ratings of Local High Schools

A comparison of the level of Iowa student satisfaction and dissatisfaction with respect to five of the eleven aspects of local high school programs with students across the nation is made in Figures 16 through 21 for the period 1986 through 1996.

School Rules, Regulations, and Policies

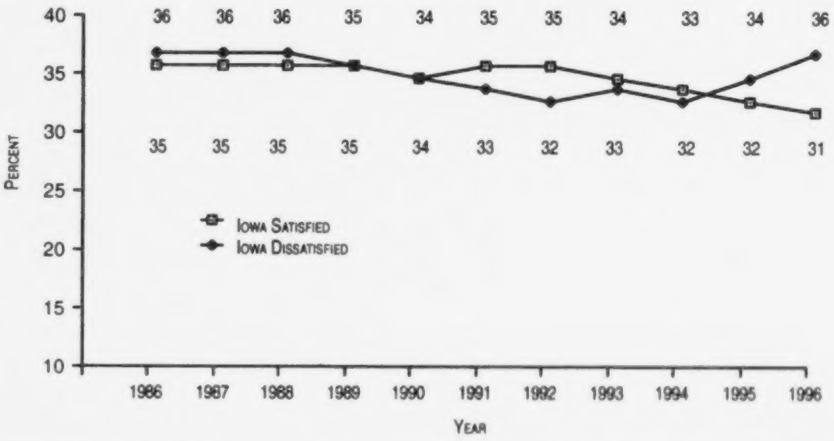
The percentage of Iowa students expressing satisfaction with school rules, regulations, and policies has decreased steadily over the last four years while the percentage of Iowa students expressing dissatisfaction has increased by four percentage points over the last two years (Figure 16). Compared to their nation counterparts, a lower percentage of Iowa students rated school rules, regulations, and policies as satisfactory across the time period from 1986 to 1996 (Figure 17). In addition a higher percentage of Iowa students than students in the nation reported dissatisfaction with this aspect of local high schools.

Career Education/Planning

The percentage of students in both Iowa and the nation expressing satisfaction with career education/planning has decreased since 1986 (Figure 18). The percentage of Iowa students expressing satisfaction is the lowest it has been for the eleven year time period shown. In general the percentage of Iowa students reporting satisfaction toward career education/planning has been at or below the national level of satisfaction since

Figure 16

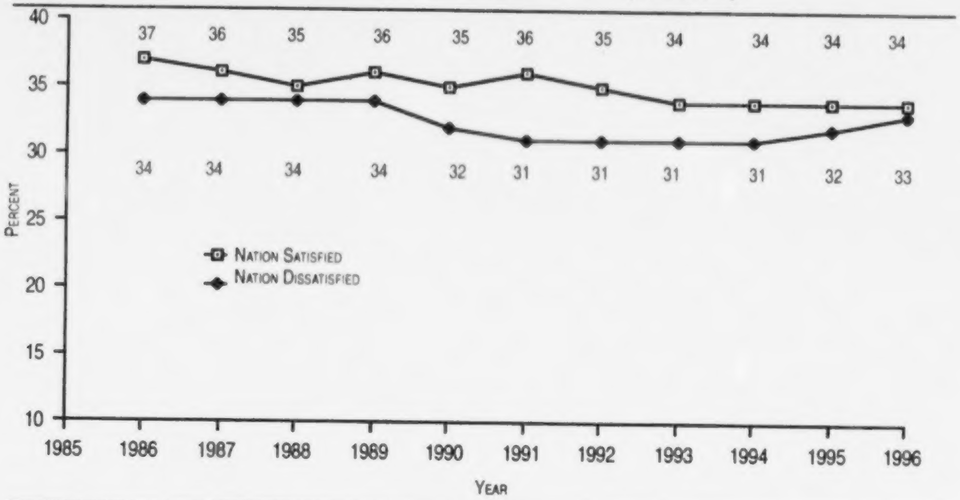
STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL RULES, REGULATIONS, AND POLICIES OF LOCAL HIGH SCHOOL FOR IOWA SAMPLE — (1986-96)



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-96.

Figure 17

STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL RULES, REGULATIONS, AND POLICIES OF LOCAL HIGH SCHOOL FOR NATIONAL SAMPLE — (1986-96)

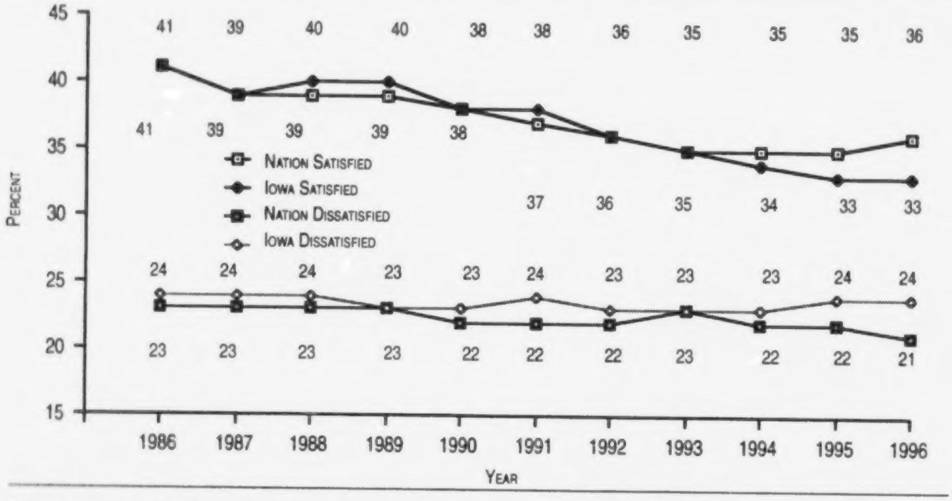


SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-96.

1986. On the other hand, the percentage of students expressing dissatisfaction with career education/planning has remained relatively constant across the period from 1986 to 1996. The percentage of Iowa students expressing dissatisfaction with career education/planning has, in general, remained above the level of their nation counterparts.

Figure 18

STUDENT SATISFACTION AND DISSATISFACTION WITH CAREER EDUCATION/PLANNING OF LOCAL HIGH SCHOOL —(1986-96)



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-96.

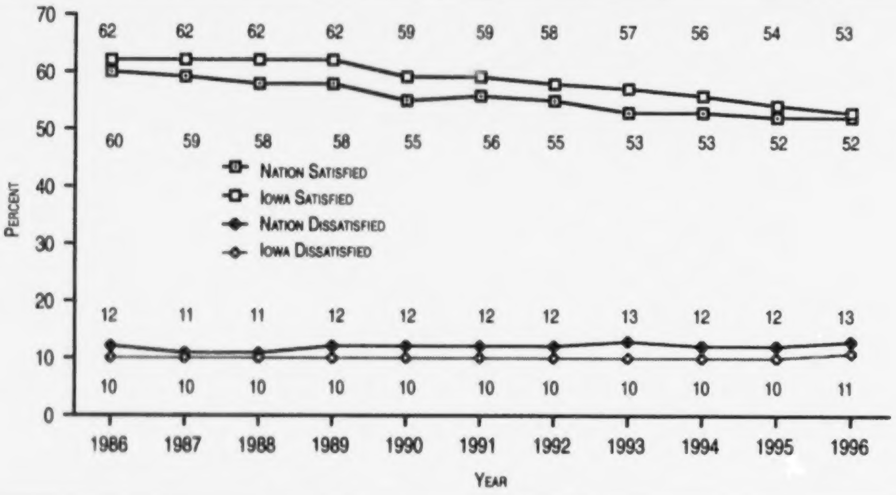
Classroom Instruction

With respect to classroom instruction (Figure 19) a greater percentage of both Iowa students and students across the nation were satisfied than were dissatisfied with classroom instruction. However, what was once, in general, a fifty percentage point spread in the percent of students expressing satisfaction and the percent expressing dissatisfaction has become only a forty percentage point spread in the last few years, as the percentage of both Iowa students and students nationwide expressing satisfaction has decreased steadily over the past ten years.

The data for 1996 marks the first year where the percentage of Iowa students expressing satisfaction with classroom instruction fell below the figure for students across the nation. Compared to the nation, the percentage of Iowa students expressing dissatisfaction with classroom instruction was slightly lower across the eleven year period.

Figure 19

Student Satisfaction and Dissatisfaction with Classroom Instruction of the Local High School — (1986-96)



Source: American College Testing Program, the High School Profile Reports for Iowa, 1986-96.

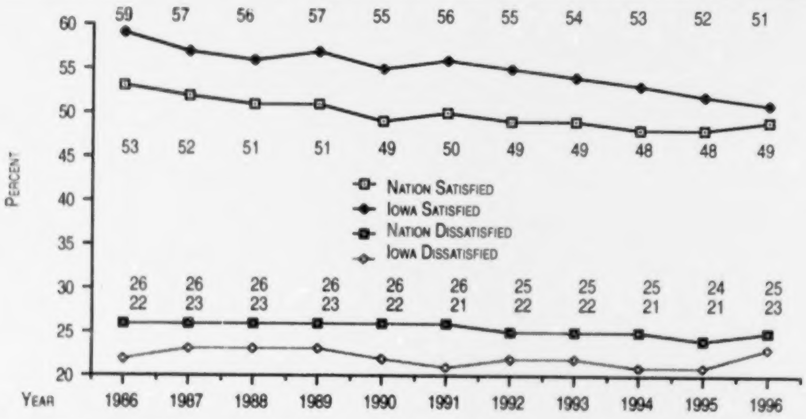
Course Offerings

With respect to course offerings, a greater percentage of Iowa students than their nation counterparts expressed satisfaction with local course offerings and a lower percentage expressed dissatisfaction (Figure 20). The percentages of both Iowa students and students across the nation expressing dissatisfaction with course offerings remained fairly constant across the years as evidenced by the percentage of Iowa students expressing dissatisfaction remaining, in general, slightly below the students for the nation.

The percentage of Iowa students rating course offerings as satisfactory, however, has shown a steady decline since 1986, decreasing by eight percentage points. Although this decline parallels the decline for the nation, the decline for Iowa students is of greater magnitude.

Figure 20

STUDENT SATISFACTION AND DISSATISFACTION WITH COURSE OFFERINGS OF THE LOCAL HIGH SCHOOL — (1986-96)



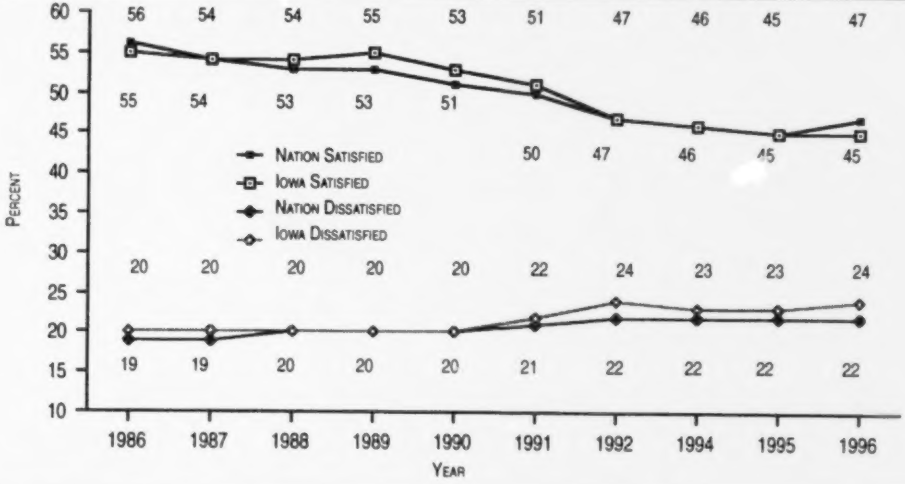
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-96.

Guidance Services

Figure 21 reflects that the percentage of student satisfaction with guidance services provided by local high schools has decreased across time for both Iowa and for the nation, nine percentage points for the nation and ten percentage points for Iowa students. In addition, the percentages of students expressing dissatisfaction has increased for both Iowa and for the nation. In 1996 a higher percentage of Iowa students were dissatisfied with guidance services and a lower percentage were satisfied than their nation counterparts.

Figure 21

STUDENT SATISFACTION AND DISSATISFACTION WITH GUIDANCE SERVICES OF LOCAL HIGH SCHOOL — (1986-96)



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1986-96.

Technology

The technology section is based on information taken from a survey of Iowa public school districts. The survey was a cooperative effort between the Iowa Department of Education and Iowa State University.

In April of 1996 surveys were sent to all 384 public school districts regarding the use of technology in the schools. The survey sought to examine: 1) access to the Internet and use of the World Wide Web; 2) availability of computers and other technology equipment to students and to staff; and 3) the use of automated student record systems. The results of the survey reported in this section were prepared from 331 returned surveys. This represented a return rate of 86.2 percent.

Access to the Internet and Use of the World Wide Web

World Wide Web Usage

As reported in Table 49, 72.2 percent of districts surveyed reported having access to the World Wide Web. The percentage of districts in the seven enrollment categories ranged from 50 percent access within districts with enrollments under 250 to more than 95 percent of districts with enrollments of 2,500-7,499 reporting access to the World Wide Web. A higher percentage of districts with enrollments of 600 and above reported access to the World Wide Web than did districts with enrollments under 600.

Table 49

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ACCESS TO THE WORLD WIDE WEB (WWW)

Enrollment Category	Number of Districts Responding	Number of Districts with Access to WWW	Percent of Districts with Access to WWW
<250	22	11	50.0
250-399	43	29	67.4
400-599	74	47	63.5
600-999	91	71	78.0
1,000 - 2,499	72	54	75.0
2,500-7,499	22	21	95.5
7,500+	7	6	85.7
Total	331	239	72.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

The survey also sought to gain information on barriers to wide spread usage of the World Wide Web for districts where classroom usage of the World Wide Web was limited or nonexistent. The frequencies of responses are reported in Table 50. The most frequent barrier to limited or wide spread usage of the World Wide Web was reported to be a lack of equipment, other than computers. Availability of networks within buildings ranked second and was reported by 182 districts. Lack of staff development and lack of computer equipment were ranked third and fourth respectively. Across all enrollment categories, lack of equipment, other than computers, and availability of networks within buildings were the two most frequently mentioned barriers to the limited or wide spread usage of the World Wide Web. Uses of the World Wide Web are depicted in Table 51. The two most frequent uses of the World Wide Web reported by public schools were for information resources and student research. Telecommunications are ranked third in frequency of responses followed by the development of web pages as class projects.

Table 50

REPORTED BARRIERS TO LIMITED OR NONEXISTENT USE OF THE WORLD WIDE WEB IN IOWA PUBLIC SCHOOL DISTRICTS

Barriers to WWW Usage	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
	Number of Districts Reporting							
Internet not available	9	12	14	27	19	3	1	85
No networks within buildings	11	19	39	54	43	13	3	182
Lack of computer equipment	9	13	33	32	35	14	4	140
Lack of other equipment	17	23	41	48	49	12	3	193
Lack of staff development	8	18	35	35	37	11	3	147
Teaching staff not interested	0	3	6	4	4	2	0	19
Ed material on web is limited	1	1	3	4	2	1	0	12
Parent/citizen concerns	2	2	8	4	5	0	1	22
Other	1	3	6	13	6	1	2	32

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

NOTE: FREQUENCIES MAY REPRESENT MULTIPLE ANSWERS GIVEN BY SCHOOL DISTRICTS.

Table 51

USES OF THE WORLD WIDE WEB REPORTED BY IOWA PUBLIC SCHOOL DISTRICTS

Usage Category	Frequency
Information resource	219
Research	213
Telecommunication	99
Development of web pages as a class project	54
Information storage for district usage	19
Other	9

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Availability of Computers and Other Technology Equipment

Of the 331 districts responding to the survey, 320 districts provided information on the number of computers in use within their school district. Table 52 reflects the number of computers reported by enrollment category. More than 54,000 computers were reported. Based upon the certified enrollment in responding districts this represented one computer per 7.2 students statewide. The ratio of students to computers across enrollment categories ranged from 4.7 to 8.9. In general the ratio of pupils to computers increased with successive increases in enrollment.

Table 52

COMPUTER DISTRIBUTION IN IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT CATEGORY

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
Number of Districts Reporting	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment[1]	4,509	13,102	36,043	68,185	104,286	82,049	82,983	391,157
Pupils per Computer[2]	5.4	4.7	6.0	6.1	7.6	8.2	8.9	7.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

[1] SUM OF CERTIFIED ENROLLMENT FOR DISTRICTS REPORTING.

[2] CERTIFIED ENROLLMENT DIVIDED BY THE NUMBER OF COMPUTERS.

Table 53 reflects the percent of certified enrollment for responding districts in each enrollment category along with the percent of the total computers reported. Results reflect that districts with enrollments under 1,000 all have a higher percentage of computers than the percent of enrollment represented in the category. The greatest variation in the two percentages occurred for the largest enrollment category districts.

Table 53

DISTRIBUTION OF COMPUTERS VERSUS CERTIFIED ENROLLMENT DISTRIBUTION IN IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT CATEGORY

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
Number of Districts Reporting	22	43	74	91	72	22	7	331
Percent of Certified Enrollment	1.2	3.3	9.2	17.4	26.7	21.0	21.2	
Percent of Computers	1.6	5.1	11.1	20.7	25.8	18.4	17.3	

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Table 54 reflects the number and percent of districts reporting the use of CD-ROMs, modems, and laser disc players. In total, the highest use was reported for CD-ROMs (94.3 percent), followed by modems at 83.7 percent and laser disc players at 74.9 percent. There did not appear to be any consistent pattern with respect to enrollment category and use of the three technologies.

Table 54

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS USING CD-ROMs, MODEMS, AND LASERDISC PLAYERS

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
Number of Districts Reporting	22	43	74	91	72	22	7	331
TECHNOLOGY								
CD-ROM								
Number	19	40	73	85	69	19	7	312
Percent	86.4	93.0	98.6	93.4	95.8	86.4	100.0	94.3
MODEMS								
Number	16	36	53	83	62	20	7	277
Percent	84.2	90.0	72.6	91.2	86.1	90.9	100.0	83.7
LASERDISK PLAYER								
Number	16	27	47	67	65	20	6	248
Percent	72.7	62.8	63.5	73.6	90.3	90.9	85.7	74.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Nearly 46 percent of districts surveyed reported having satellite dishes. Table 55 reveals that the percentage of districts reporting availability of satellite dishes, in general, increased with successive increases in enrollment.

Table 55

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS USING SATELLITE DISHES

Enrollment Category	Number of Districts Reporting	Number of Districts with Satellite Dishes	Percent of Districts with Satellite Dishes
<250	22	4	18.2
250-399	43	11	25.6
400-599	74	22	29.7
600-999	91	45	49.5
1,000 - 2,499	72	50	69.4
2,500-7,499	22	14	63.6
7,500+	7	5	71.4
Total	331	151	45.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

A total of 273 districts, 82.5 percent, reported having cable television (Table 56). With the exception of districts in the enrollment category 400-599, where 68.9 percent of the districts reported having cable television, in excess of 80 percent of districts in all enrollment categories indicated they had cable television available in their districts.

Table 56

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS USING CABLE TELEVISION

Enrollment Category	Number of Districts Reporting	Number of Districts with Cable TV	Percent of Districts with Cable TV
<250	22	18	81.8
250-399	43	37	86.0
400-599	74	51	68.9
600-999	91	75	82.4
1,000 - 2,499	72	65	90.3
2,500-7,499	27	20	90.7
7,500+	7	7	100.0
Total	331	273	82.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

A total of 226 districts representing 68.3 percent of districts reported having local area networks. With respect to local area networks, the percentage of districts reporting LANs, based on the number of districts responding, ranged from 36.4 percent in districts with enrollments under 250 to 95.5 percent in districts with enrollments of 2,500-7,499. Nearly 19 percent or 62 districts reported having wide area networks (Table 57).

Table 57

LOCAL AREA AND WIDE AREA NETWORK DISTRIBUTION IN IOWA PUBLIC SCHOOL DISTRICTS

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
Number of Districts Reporting	22	43	74	91	72	22	7	331
LOCAL AREA NETWORK								
Number	8	24	46	60	61	21	6	226
Percent	36.4	55.8	62.2	65.9	84.7	95.5	85.7	68.3
WIDE AREA NETWORK								
Number	0	7	6	17	18	9	5	62
Percent	0	16.3	8.1	18.7	25.0	40.9	71.4	18.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Use of Automated Student Records

Close to 80 percent, 256 districts, responding to the technology survey reported having automated student records (Table 58). The percentages of districts reporting the use of automated student records is reflected in Table 58 by enrollment category. Percentages of districts reporting the use of automated student records ranged from 33.3 percent in the smallest districts to 100 percent for districts in the largest enrollment category. In districts with enrollments of 600 and above, 80 percent or more reported using automated student records.

Table 58

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS USING AUTOMATED STUDENTS RECORD SYSTEMS — (ASRS)

Enrollment Category	Number of Districts Reporting	Number of Districts with ASRS	Percent of Districts with ASRS
<250	21	7	33.3
250-399	42	29	69.0
400-599	72	57	79.2
600-999	90	73	81.1
1,000 - 2,499	72	62	86.1
2,500-7,499	22	21	95.5
7,500+	7	7	100
Total	326	256	78.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Table 59 reflects the number of public school districts reporting automated student records in kindergarten through grade 12. Statewide, 40.2 percent of the 256 districts with automated student records reported having K-12 implementation.

Table 59

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS WITH K-12 AUTOMATED STUDENT RECORD SYSTEMS

Enrollment Category	Number of Districts with K-12 Automated Records	Percent of Districts With K-12 Automated Records
<250	2	28.6
250-399	11	37.9
400-599	20	35.1
600-999	35	47.9
1,000-2,499	22	35.5
2,500-7,499	7	33.3
7,500+	6	85.7
Total	103	40.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Table 60 depicts the use made of automated student records by districts. Since districts reported multiple uses for automated student records, percentages are not reported. Based on the frequency of responses the most common uses in rank order were to record: 1) courses taken, 2) attendance, 3) scheduling, 4) student demographics, 5) truancy, 6) cumulative folder information, 7) dropout information, and 8) other.

Table 60

USES OF AUTOMATED STUDENT RECORD SYSTEMS IN IOWA PUBLIC SCHOOL DISTRICTS

	Enrollment Category							
Uses	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	Total
Attendance	7	25	51	65	59	21	7	235
Demographics	3	11	26	34	41	17	7	139
Truancy	3	15	21	40	32	18	7	136
Dropout	3	9	19	26	29	16	7	109
Courses Taken	4	26	55	68	56	21	7	237
Scheduling	5	25	51	64	61	21	7	234
Cumulative Folder	5	14	26	23	27	11	5	111
Other	2	10	6	11	6	1	3	39

SOURCE: IOWA DEPARTMENT OF EDUCATION, USING COMPUTERS AND THE WORLD WIDE WEB, 1996 (SURVEY OF PUBLIC SCHOOL DISTRICTS JOINTLY SPONSORED BY IOWA STATE UNIVERSITY).

Student Performance

The student performance section provides information regarding the educational progress of Iowa students. Summary information is provided on: 1) Iowa Tests of Basic Skills and the Iowa Tests of Educational Development; 2) American College Testing Assessments; 3) Scholastic Aptitude Tests; 4) Advanced Placement; 5) National Assessment of Educational Progress; 6) Post Secondary Enrollment Options; 7) Pursuit of Post Secondary Education/Training; and 8) Dropouts.

Iowa Testing Programs

The Iowa Testing Programs, University of Iowa, offers Iowa schools the opportunity to voluntarily participate in an annual standardized testing program for students. The Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) are offered for students in grades 3-8 and in grades 9-12 respectively. The ITBS and ITED provide schools with information useful in decision making on learning objectives and teaching procedures, developing and selecting instructional materials, in providing effective learning environments, and in assessing student achievement in grade levels 3-12.

Iowa Tests of Basic Skills (ITBS)

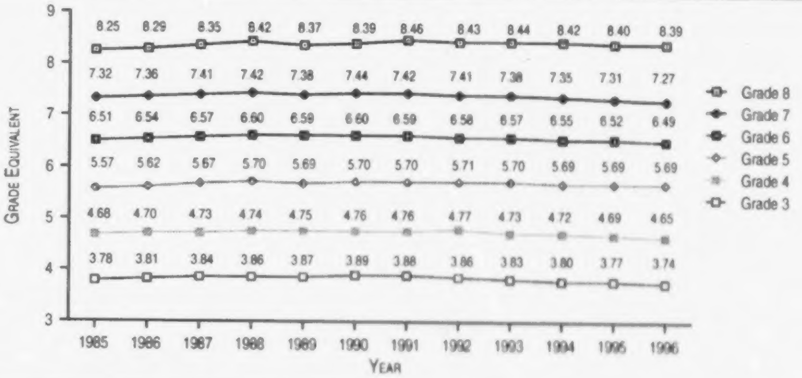
The ITBS is a battery of seven tests which include reading (vocabulary and comprehension), language (spelling, capitalization, punctuation and usage/expression), mathematics (concepts and estimation, and problem solving/data interpretation), social studies, science, and sources of information (maps and diagrams, and reference materials). An additional test on mathematics computation is offered to schools as an option.

In 1995-96 a total of 384 public school districts and 235 (accredited and non-accredited) nonpublic schools used the ITBS to assess the achievement levels of 260,000 students in grades K-8.

Figure 22 shows a twelve year trend in ITBS composite scores, expressed as Iowa grade equivalents for grades three through eight. The data suggest, in general, that scores have remained essentially unchanged during the 1990's.

Figure 22

IOWA ITBS COMPOSITE SCORES GRADES 3-8, 1985-1996
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

Iowa Tests of Educational Development (ITED)

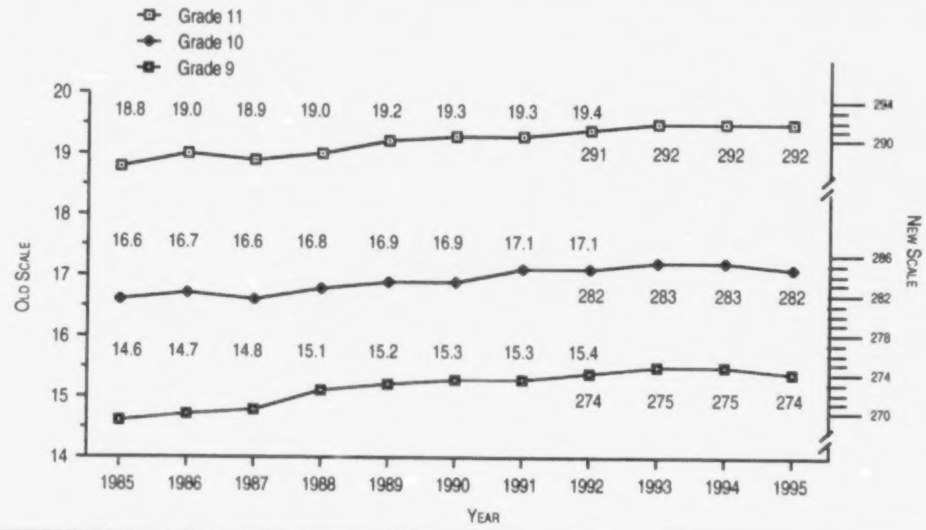
Seven tests comprise the ITED battery of tests, reading (vocabulary and content), expression, quantitative thinking, literary materials, social studies, science, and sources of information.

In 1995-96 a total of 328 public school districts out of 353 total districts operating high schools administered the ITED in at least a single grade. Thirty-three nonpublic schools also participated in the ITED program during the 1995-96 school year.

Figure 23 depicts Iowa ITED average composite scores for 1985 through 1995. The figure reflects both old and new scale scores. For each of the three grades presented, average composite scores have, in general, shown a gradual increase across the period.

Figure 23

IOWA ITED AVERAGE COMPOSITE SCORES: 1985 - 1995



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

American College Testing (ACT) Assessments

The ACT Assessment Program is the principal college entrance examination taken by Iowa students. In 1996, 22,662 Iowa students participated in the ACT Assessment Program. For Iowa, ACT scores are based on a population of 64 percent of the 1996 Iowa graduating class who took the ACT Assessment. Nationwide more than 900,000 students take the ACT annually in preparation for post secondary education pursuits. The national data are based on a population of 35 percent of the 1996 graduating class.

The ACT Assessment has four components; English, mathematics, reading, and science reasoning. A composite or overall score is also provided. The range for scores is zero to 36. The ACT assessment offers a reporting system based on the type of academic program completed in high school. Two basic high school programs are defined, core and non-core. Core curriculum requirements include a minimum of four years of English, three years of mathematics, social science, and natural science. High school programs requiring less than core requirements are reported as non-core in ACT comparisons.

Table 61 reports Iowa and national average composite scores over the last 8 years. Data has been limited to an eight year period since the scores beginning in 1989 reflect the Enhanced ACT. Iowa scores, in effect, have changed only slightly over the period, while the percentage of students tested has increased gradually from 60.5 percent in 1989 to 64 percent in 1996. Average scores for the nation, on the other hand, have gradually increased over the last four years but remain a point or more below Iowa scores.

Table 61

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES — 1989 - 1996

Year	Iowa	Percent Iowa Student Participation*	Nation	Percent Nation Student Participation
1989	21.8	60.5	20.6	NA
1990	21.8	61.2	20.6	NA
1991	21.7	61.0	20.6	NA
1992	21.6	62.0	20.6	NA
1993	21.8	61.5**	20.7	NA
1994	21.9	62.0	20.8	NA
1995	21.8	64.0	20.8	37.0
1996	21.9	64.0	20.9	35.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM ACT ASSESSMENT (1989-96) RESULTS, SUMMARY REPORT IOWA.
NOTE: *FROM 1989-1992, AND 1994-1996 ACT NEWS RELEASES.
**1993 ESTIMATED PERCENTAGE IS BASED ON IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

Table 62 presents a comparison of students completing the core curriculum and students completing less than the core curriculum in 1996. For both Iowa and the nation, students completing the core curriculum scored higher than non-core students. Iowa students completing the core curriculum outscored Iowa non-core students, in general, by more than three points. Both core and non-core Iowa students outperformed their national counterparts.

Table 62

1996 AVERAGE IOWA ACT SCORES BY TYPE OF HIGH SCHOOL PROGRAM TAKEN BY STUDENTS

	High School Program Type			
ACT Tests	Core Program[1]		Non-Core Program	
	Iowa	Nation	Iowa	Nation
English	22.5	21.5	19.2	18.6
Math	22.4	21.5	19.0	18.4
Reading	23.3	22.5	20.0	19.7
Science	23.3	22.1	20.4	19.6
Composite	23.0	22.0	19.8	19.2

SOURCE: 1996 ACT ASSESSMENT RESULTS, SUMMARY REPORT IOWA, AMERICAN COLLEGE TESTING PROGRAM.

[1] A "CORE" PROGRAM IS DEFINED AS A TYPICAL COLLEGE PREPARATORY PROGRAM INCLUDING:
- ENGLISH (FOUR YEARS OR MORE)
- MATHEMATICS (THREE YEARS OR MORE)
- SOCIAL STUDIES (THREE YEARS OR MORE)
- NATURAL SCIENCES (THREE YEARS OR MORE)

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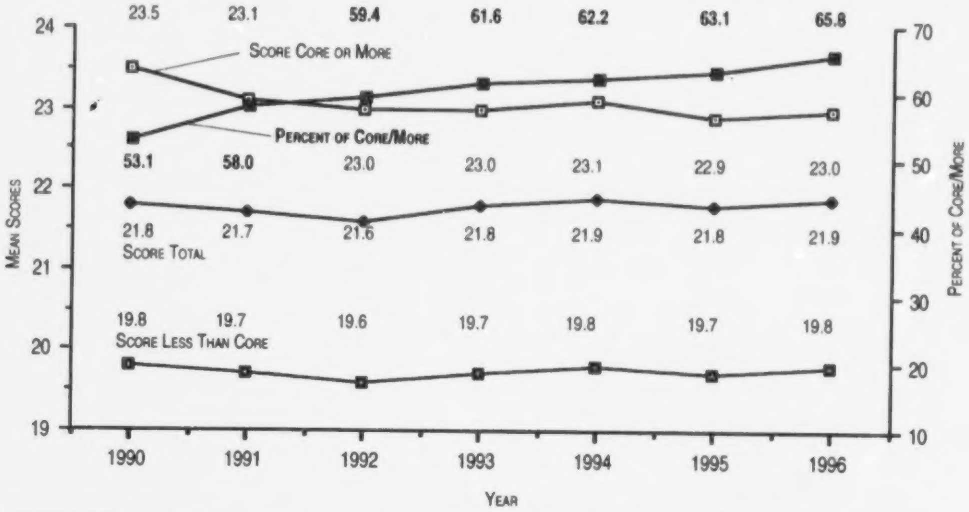
Figure 24 reports the percentages of Iowa ACT test-takers completing core and non-core curricula and the corresponding scores. The percentage of Iowa ACT test-takers completing the core curriculum has increased from 53.1 percent in 1990 to nearly 66 percent in 1996. Corresponding scores for these students have decreased slightly over the period from a high of 23.5 in 1990 to 23.0 in 1996. Average composite ACT scores for students completing less than the core curriculum have essentially remained unchanged across the time period shown.

Figure 24

MEAN ACT COMPOSITE SCORES VS. PERCENT OF CORE/MORE FOR IOWA HS GRADUATING CLASSES, 1990-1996



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORTS FOR IOWA, 1990-1996.

Table 63 compares Iowa ACT composite scores for 1995 and 1996 with average composite scores for midwest states. Average ACT composite scores for Iowa students ranked third in the nation behind Wisconsin and Minnesota in both 1995 and 1996. In 1996 the percentage of Iowa graduates tested was higher than for both Wisconsin and Minnesota. In terms of the percent of core completers out of the total students tested Iowa ranked behind Minnesota and North Dakota in both 1995 and 1996.

Iowa ACT Composite Scores by Enrollment Category, Grade Level, and Gender

Iowa ACT average composite scores for 1996 are shown by enrollment category in Table 64. Compared to 1995 composite scores (Table 65), scores for 1996 were equal to or higher in all but one enrollment category. In addition the percentage of students completing or exceeding core curriculum requirements in 1996 was also higher than in 1995 in all but one enrollment category. Generally speaking, 1996 Iowa average ACT scores in English, mathematics, reading, and science reasoning as well as composite scores increased with increases in enrollment categories through the 2,500-7,499 enrollment category. Average ACT scores for students in the largest districts were lower than average scores for students in the 2,500-7,499 category and equal to or above average scores for students in the 1,000-2,499 enrollment category.

Table 63

ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION AND MIDWEST STATES — 1995 AND 1996

	1995			1996		
Nation & State	ACT Composite	% of Graduates Tested	% Core Completers out of Total Tested	ACT Composite	% of Graduates Tested	% Core Completers out of Total Tested
Nation	20.8	37	56	20.9	35	59
Iowa	21.8	64	63	21.9	64	66
Illinois	21.1	67	47	21.2	67	50
Kansas	21.2	72	47	21.3	70	49
Minnesota	21.9	59	70	22.1	59	72
Missouri	21.3	64	50	21.4	63	57
Nebraska	21.4	75	56	21.4	72	59
North Dakota	21.2	75	66	21.3	77	68
South Dakota	21.2	68	59	21.4	65	63
Wisconsin	22.0	64	59	22.1	63	61

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT 1995 AND 1996 ASSESSMENT RESULTS.

Table 64

1996 IOWA ACT SCORES BY ENROLLMENT CATEGORY

			ACT Scores				
Enrollment Category	Number	% in Core	English	Math	Reading	Science Reason	Comp
<250	86	67.4	20.3	20.4	20.6	21.5	20.9
250-399	679	58.6	20.5	20.1	21.2	21.5	21.0
400-599	1,955	62.7	21.0	20.8	21.7	22.1	21.5
600-999	3,852	60.0	21.0	20.9	21.6	22.0	21.5
1,000-2,499	5,725	58.4	21.4	21.2	22.2	22.3	21.9
2,500-7,499	4,027	65.0	21.9	21.9	22.8	22.8	22.5
7,500+	3,984	66.1	21.4	21.6	22.5	22.4	22.1
Not Reported	2,354	63.8					
State Total	22,662	65.8	21.4	21.3	22.2	22.3	21.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1995-96.

Table 65

1995 IOWA ACT SCORES BY ENROLLMENT CATEGORY

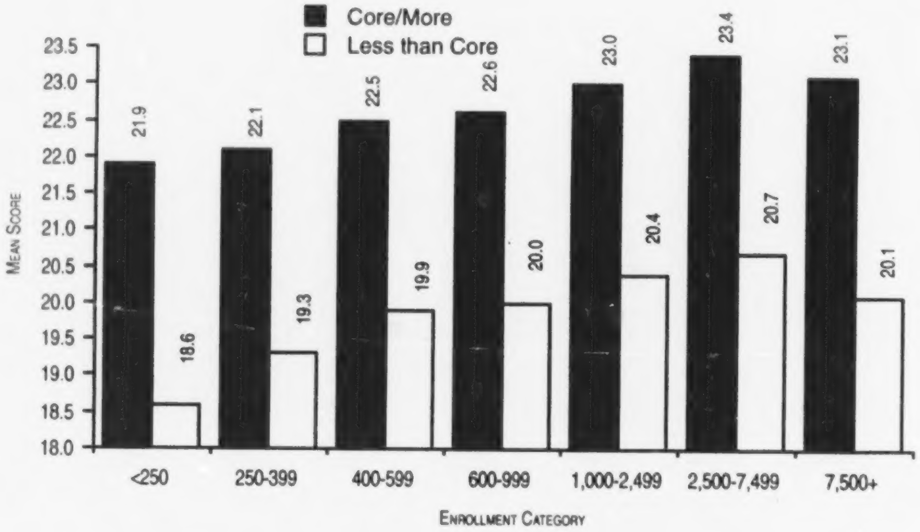
			ACT Scores				
Enrollment Category	Number	% in Core	English	Math	Reading	Science Reason	Comp
<250	75	61.3	20.3	20.2	20.8	21.5	20.7
250-399	716	60.8	20.7	20.4	21.2	21.5	21.1
400-599	1,840	59.1	20.9	20.8	21.5	21.8	21.4
600-999	3,733	58.6	21.0	20.9	21.8	21.9	21.5
1,000-2,499	5,361	54.0	21.2	21.1	22.0	22.1	21.7
2,500-7,499	3,785	62.4	21.7	21.8	22.7	22.5	22.3
7,500+	4,374	62.6	21.4	21.4	22.4	22.2	22.0
Not Reported	2,781	58.9					
State Total	22,665	63.1	21.3	21.2	22.1	22.1	21.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE, 1994-95.

A comparison of average composite scores for Iowa students is presented for core completers and for students completing less than the core requirements by district enrollment category for 1996 (Figure 25).

Figure 25

1996 IOWA ACT COMPOSITE SCORES BY ENROLLMENT CATEGORY AND COURSE OF STUDY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE 1995-96.

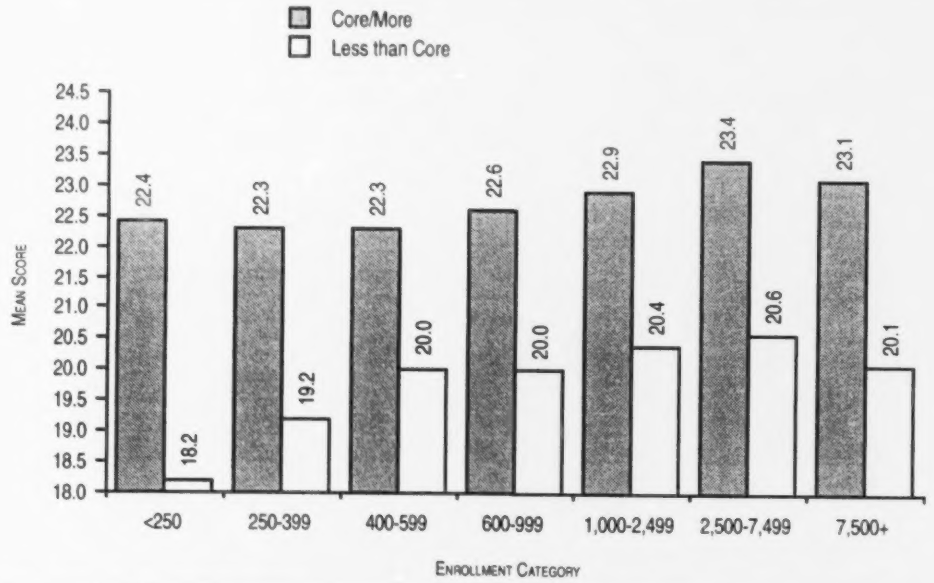
NOTE: STATE AVERAGE ACT COMP. SCORES FOR THOSE WITH CORE OR MORE = 23.0; FOR THOSE WITH LESS THAN CORE = 19.8.

Across all enrollment categories mean scores for students completing core requirements were substantially higher than for non-core completers. The largest spread in average composite scores for core completers compared to non-core completers occurred for the smallest and largest enrollment categories. For core completers 1996 average composite ACT scores equaled or exceeded 1995 scores in enrollment categories with enrollments above 400 (Figure 26). The average scores for students in the two enrollment categories under 400 decreased from the previous year.

As in the previous years the number of eleventh grade students taking the ACT assessment outnumbered twelfth graders. The percentage distribution was 56.6 percent for eleventh graders compared to 42.3 percent for twelfth graders (Table 66). In 1996, again as in previous years eleventh graders outperformed twelfth graders on all four tests and on the composite (Table 67). A comparison of eleventh and twelfth grade average performance based on composite scores is presented in

Figure 26

1995 IOWA ACT COMPOSITE SCORES BY ENROLLMENT CATEGORY AND COURSE OF STUDY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995; IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILE 1994-95.

NOTE: STATE AVERAGE ACT COMP. SCORE; FOR THOSE WITH CORE OR MORE = 22.9; FOR THOSE WITH LESS THAN CORE = 19.7.

Table 66

1996 IOWA ACT SCORES BY GRADE

			ACT Scores				
Grade	Number	Percent	English	Math	Reading	Science Reason	Comp
11th	12,817	56.6	21.8	21.8	22.7	22.8	22.4
12th	9,588	42.3	20.9	20.6	21.6	21.7	21.3
Other	257	1.1					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1996.

Table 67

1995 IOWA ACT SCORES BY GRADE

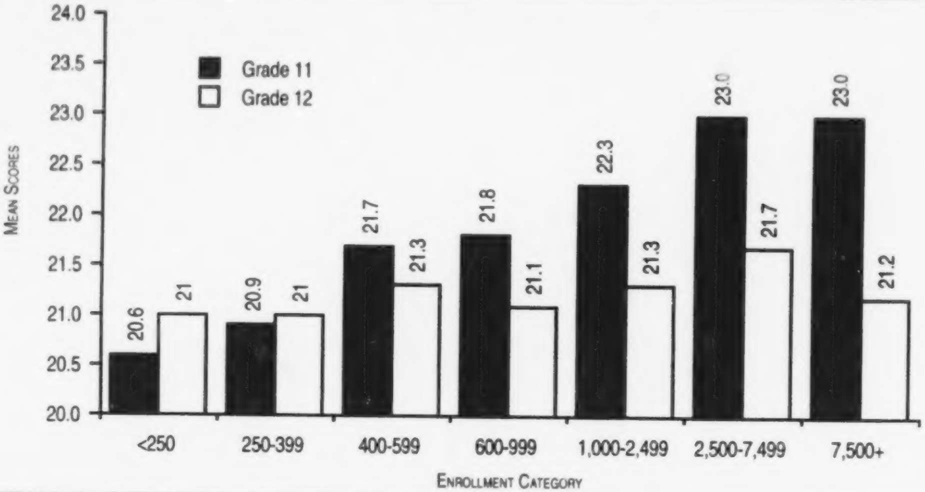
			ACT Scores				
Grade	Number	Percent	English	Math	Reading	Science Reason	Comp
11th	13,152	58.0	21.8	21.7	22.6	22.5	22.3
12th	9,356	41.3	20.6	20.4	21.4	21.5	21.1
Other	157	.7					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

Figure 27 by enrollment category. In general, for eleventh graders, successively larger enrollment categories yielded a higher average composite ACT score. For twelfth graders scores this pattern was not present.

Figure 27

1996 ACT Composite Scores by Grade and Enrollment Category



Source: American College Testing Program, ACT Assessment Magnetic Tape, 1996; Iowa Department of Education, Certified Enrollment File 1995-96.

Note: State Average ACT Comp. Scores for Those with Core or More = 22.4; for Those with Less than Core = 21.3.

An examination of average ACT scores by gender is reported in Tables 68, 69 and 70. In 1996 as in the two previous years average scores of Iowa females were higher than average scores for males on the English and reading tests and average scores for males were higher for mathematics, science reasoning, and composite scores.

Table 68

1996 Iowa ACT Scores by Gender

Gender	Number	Percent	English	Math	Reading	Science Reason	Comp
					ACT Scores		
Female	12,428	54.8	21.8	20.6	22.4	21.7	21.8
Male	10,234	45.2	21.0	22.0	21.9	23.1	22.1

Source: American College Testing Program, ACT Assessment Magnetic Tape, 1996.

Table 69

1995 Iowa ACT Scores by Gender

Gender	Number	Percent	English	Math	Reading	Science Reason	Comp
					ACT Scores		
Female	12,471	55	21.7	20.6	22.2	21.6	21.6
Male	10,194	45	20.8	21.9	22.0	22.7	22.0

Source: American College Testing Program, ACT Assessment Magnetic Tape, 1995.

Table 70

1994 IOWA ACT SCORES BY GENDER

Gender	Number	Percent	Average ACT Scores English	Math	Reading	Science Reason	Comp
Female	11,636	54	21.8	20.6	22.4	21.7	21.7
Male	9,955	46	20.8	21.9	22.0	23.0	22.1

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1994.

Iowa Student ACT Scores vs. High School Performance

High school performance, as measured by student self-estimated high school class rank and self-estimated grade point average (GPA) were compared to ACT composite scores using profile data provided from ACT. Table 71 compares Iowa average ACT scores to class rank. In 1996, as in the previous year, for all test scores including the composite scores, the highest average scores were associated with students estimating their high school class rank to be in the top quartile and the lowest average scores were associated with students who estimated their class rank to be in the bottom quartile (Table 72).

Table 71

1996 IOWA ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL CLASS RANK

Class Rank	Number	Percent	Average ACT Scores English	Math	Reading	Science Reason	Comp
Top Quartile	10,097	44.6	24.2	24.0	25.1	24.6	24.6
Second Quartile	7,759	34.2	19.9	19.7	20.7	21.1	20.5
Third Quartile	3,557	15.7	17.5	17.6	18.2	19.2	18.2
Fourth Quartile	374	1.6	16.4	16.5	17.1	18.2	17.2
Not Reported	875	3.9	20.4	20.2	21.2	21.4	20.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1996.

Table 72

1995 IOWA ACT SCORES VS. SELF-ESTIMATED HIGH SCHOOL CLASS RANK

Class Rank	Number	Percent	Average ACT Scores English	Math	Reading	Science Reason	Comp
Top Quartile	9,535	42.1	24.1	24.0	25.0	24.4	24.5
Second Quartile	7,714	34.0	19.8	19.6	20.6	20.9	20.4
Third Quartile	3,663	16.2	17.6	17.6	18.4	19.1	18.3
Fourth Quartile	392	1.7	16.3	16.7	17.0	18.1	17.2
Not Reported	1,361	6.0					

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE, 1995.

The average ACT scores, for all tests and for the composite, were higher in both 1996 and in the previous year for those students who reported higher GPA's. The exception to the pattern was for students with GPA's under 2.0. These students, on average, had higher average ACT scores than students with self-estimated GPA's of 2.0 to 2.49 (Tables 73 and 74).

Table 73

1996 Iowa ACT Scores vs. Self-Estimated High School Average GPA

			Average ACT Scores				
GPA	Number	Percent	English	Math	Reading	Science Reason	Comp
3.5+	8,917	39.4	24.4	24.2	25.3	24.8	24.8
3.0 - 3.49	5,470	24.1	20.8	20.6	21.5	21.8	21.3
2.5 - 2.99	4,078	18.0	19.1	19.0	19.8	20.4	19.7
2.0 - 2.49	2,321	10.2	17.7	17.8	18.5	19.4	18.5
<2.0	1,876	8.3	18.5	18.4	19.4	19.9	19.2

Source: American College Testing Program, ACT Assessment Magnetic Tape, 1996.

Table 74

1995 Iowa ACT Scores vs. Self-Estimated High School Average GPA

			Average ACT Scores				
GPA	Number	Percent	English	Math	Reading	Science Reason	Comp
3.5+	8,308	36.7	24.5	24.4	25.3	24.6	24.8
3.0 - 3.49	5,718	25.2	20.9	20.6	21.6	21.7	21.3
2.5 - 2.99	4,230	18.7	19.1	18.9	19.9	20.3	19.7
2.0 - 2.49	2,446	10.8	17.7	17.8	18.4	19.2	18.4
<2.0	1,963	8.7	18.5	18.3	19.3	19.8	19.1

Source: American College Testing Program, ACT Assessment Magnetic Tape, 1995.

Scholastic Aptitude Tests (SAT)

The Scholastic Aptitude Test (SAT) Program, like the ACT, is a college entrance examination taken annually by about five percent of Iowa twelfth graders. The SAT contains two parts; SAT I, the reasoning test, which includes both verbal and mathematics reasoning, and SAT II, the subject tests. The score ranges for both SAT I and SAT II are from 200 to 800.

In 1995-96 nearly 1,800 Iowa students took the SAT. Just over 52 percent of the Iowa test-takers were females and about 48 percent were males (Table 75). Of the nearly 1,800 Iowa students taking the SAT in 1995-96, 1,405 or 79.1 percent requested that their scores be reported to the three state universities.

Table 76 provides a ten year comparison of SAT scores including both verbal and mathematics scores. In April of 1995 the College Board recentered the score scale for all tests in the SAT Program to reflect the contemporary test-taking population. The recentered SAT scores are presented for both Iowa and the nation in Table 76.

Table 75

1996 IOWA SAT I REPORT
NUMBER OF IOWA TEST TAKERS BY GENDER, 1992-1996

Year	Total	Male		Female	
		N	%	N	%
1991-92	1,625	839	51.6	786	48.4
1992-93	1,556	742	47.7	814	52.3
1993-94	1,700	815	47.9	885	52.1
1994-95	1,695	788	46.5	907	53.5
1995-96	1,776	851	47.9	925	52.1

SOURCE: THE COLLEGE BOARD, 1996 PROFILE OF SAT PROGRAM TEST TAKERS.

Table 76

TEN-YEAR TRENDS OF AVERAGE SAT (RECENTERED) SCORES FOR IOWA AND NATION, 1987-1996

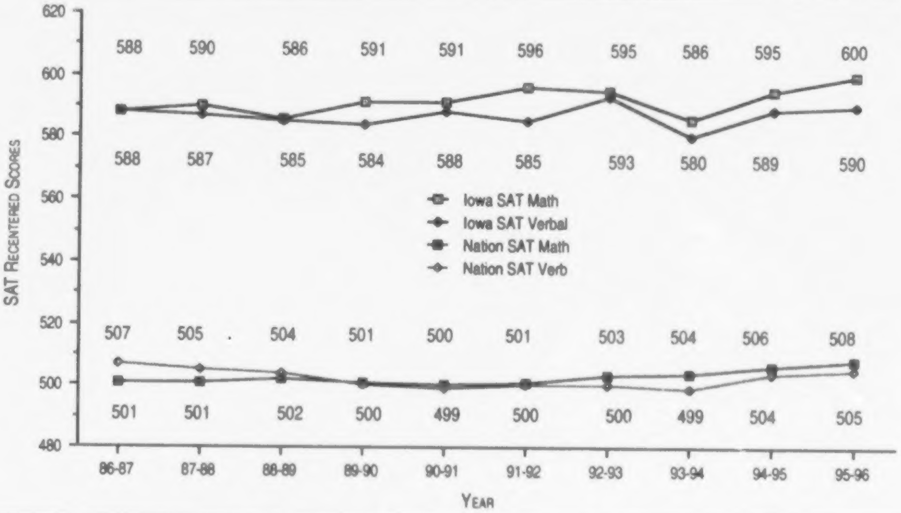
Year	SAT Verbal		SAT Math	
	Iowa	Nation	Iowa	Nation
1986-87	588	507	588	501
1987-88	587	505	590	501
1988-89	585	504	586	502
1989-90	584	500	591	501
1990-91	588	499	591	500
1991-92	585	500	596	501
1992-93	593	500	595	503
1993-94	580	499	586	504
1994-95	589	504	595	506
1995-96	590	505	600	508

SOURCE: THE COLLEGE BOARD, 1996 PROFILE OF SAT PROGRAM TEST TAKERS.
NOTE: FOR 1972-1986 A FORMULA WAS APPLIED TO THE ORIGINAL MEAN AND STANDARD DEVIATION TO CONVERT THE MEAN TO THE RECENTERED SCALE. FOR 1987-1995 INDIVIDUAL STUDENT SCORES WERE CONVERTED TO THE RECENTERED SCALE AND THEN THE MEAN WAS RECOMPUTED. FOR 1996 MOST STUDENTS RECEIVED SCORES ON THE RECENTERED SCALE. (ANY SCORE ON THE ORIGINAL SCALE WAS CONVERTED TO THE RECENTERED SCALE PRIOR TO COMPUTING THE MEAN.)

Both the average SAT recentered verbal and mathematics scores for Iowa students have been substantially higher than the average scores for the nation across the last ten years. Recentered verbal scores for Iowa students, in general, have exceeded average scores for the nation by about 85 points, while average Iowa mathematics scores have been 85 to 90 points higher than recentered scores for the nation. Figure 28 also reflects the 10 year trend in verbal and mathematics recentered SAT scores for both Iowa and for the nation. Across the 10 year period recentered Iowa average mathematics scores are higher than verbal scores. This trend has also been present for the nation since 1989-90.

Figure 28

Ten-Year Trends of SAT (Recentered) Scores (Iowa vs. Nation)



Source: The College Board, 1996 Profile of SAT Program Test Takers.
Note: For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to computing the mean.)

A comparison of average Iowa SAT scores and average scores for midwest states are presented in Table 77. In 1996 Iowa students recorded the highest average scores for mathematics and placed second behind North Dakota on the verbal score.

Table 77

Average SAT (Recentered) Scores for the Iowa, the Nation and Midwest States — 1987, 1993-96

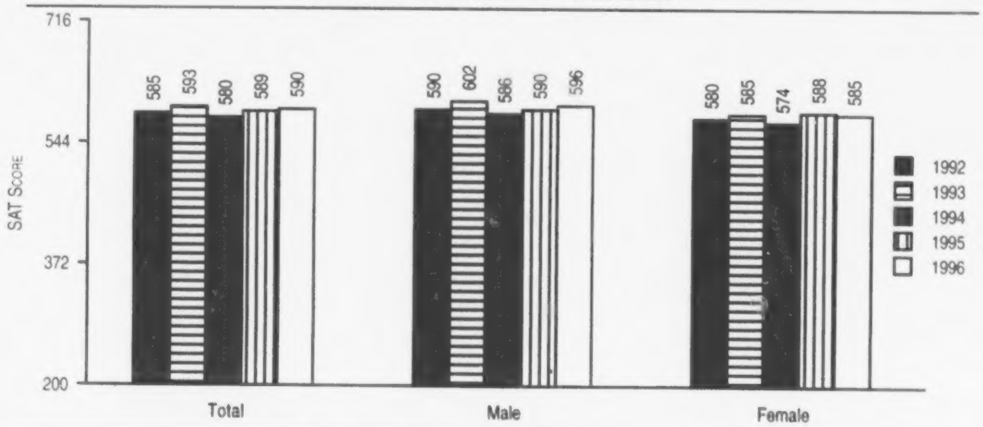
Nation and State	1987		1993		1994		1995		1996		% Graduates Taking SAT*
	V	M	V	M	V	M	V	M	V	M	
Iowa	588	586	593	595	580	586	589	595	590	600	5%
Nation	507	501	500	503	499	504	504	506	505	508	41%
Illinois	539	540	550	558	553	562	563	574	564	575	14%
Kansas	572	562	568	564	568	565	576	571	579	571	9%
Minnesota	548	549	564	570	569	576	580	591	582	593	9%
Missouri	549	538	556	550	560	554	569	566	570	569	9%
Nebraska	563	562	554	560	557	559	568	570	567	568	9%
North Dakota	583	573	590	594	570	573	587	602	596	599	5%
South Dakota	587	577	576	572	558	563	579	576	574	566	5%
Wisconsin	550	551	560	566	562	572	574	585	577	586	8%
(Iowa Rank in Nation)											
	1	1	1	1	2	1	1	2	2	1	

Source: The College Board, 1996 Profile of SAT Program Test Takers.
Note: For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to computing the mean.)
*Based on number of high school graduates in 1996 as projected by the Western Interstate Commission for Higher Education, and number of students in the Class of 1996 who took the SAT I.

A higher percent of females than males have taken the SAT since 1992-93 (Table 75). Figures 29 and 30 depict average Iowa SAT scores by gender for SAT I verbal and mathematics tests. In general, figures reflect that males outperformed females on both the verbal and mathematics tests over the five year period from 1992-96. However, the gaps between males and females are greater in SAT I Mathematics test scores.

Figure 29

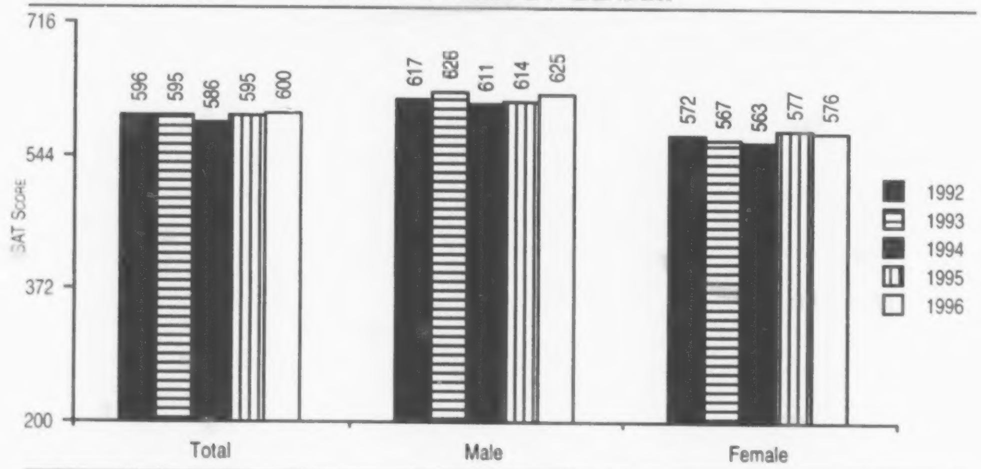
1996 Iowa SAT I Report Verbal Mean Scores by Gender



Source: The College Board, 1996 Profile of SAT Program Test Takers.
Note: For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to computing the mean.)

Figure 30

1996 Iowa SAT I Report Mathematics Mean Scores by Gender



Source: The College Board, 1996 Profile of SAT Program Test Takers.
Note: For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to computing the mean.)

Advanced Placement

The Advanced Placement (AP) Program administered by the College Board is offered nationwide through participating schools to students who wish to earn college credit for AP courses taken in high school. Colleges and universities participating in the AP Program grant credit for students completing AP courses and achieving satisfactory scores.

AP scores fall on a five point scale: a score of 5 indicates that the student is extremely well qualified; 4 indicates well qualified; 3 indicates qualified; 2 is interpreted as possibly qualified; and a score of 1 carries no recommendation.

Forty years after its inception, the AP Program has been adopted by about one-half of the nation's high schools. In 1995 nearly 770,000 students participated in the AP Program nationwide. Just over 3,600 Iowa students took AP examinations in 1995, an increase of 19.4 percent over the previous year. The average increase in the number of Iowa students taking AP exams over the last four years has been about 15 percent per year (Table 78). It should be noted that an additional 3,465 Iowa juniors and seniors also earned college credit from Iowa colleges and universities and community colleges through the Post Secondary Enrollment Options ACT in 1994-95.

Table 78

IOWA STUDENTS TAKING AP EXAMINATIONS, 1988-1995

Year	Number of Students	Percent Increase from Prior Year
1988	1,059	—
1989	1,221	15.3
1990	1,797	47.2
1991	2,023	12.6
1992	2,289	13.1
1993	2,788	21.8
1994	3,037	8.9
1995	3,627	19.4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA SUMMARY REPORTS, 1995.

Table 79 reflects the percentage of high schools participating in the AP Program for the years 1991 through 1995. The percentage of Iowa schools participating has grown steadily from 18 percent in 1991 to 30 percent in 1995. Table 80 depicts the number of AP examinations taken per 1,000 eleventh and twelfth grade students. Table 80 reflects a slight but steady increase from 27 exams per 1,000 students in 1991 for Iowa to 44 exams per 1,000 students in 1995. Iowa ranked 46 among the fifty states and the District of Columbia in exams taken per 1,000 eleventh and twelfth graders. The U.S. average in 1995 was 122 exams per 1,000 eleventh and twelfth grade students.

Table 79

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT

Rank Based on 1995 Data	State	Year 1995	1994	1993	1992	1991
1	District of Columbia	100	78	81	76	97
2	New Jersey	83	80	78	77	75
3	Connecticut	80	78	78	77	77
4	Massachusetts	78	78	75	74	73
5	Rhode Island	73	68	63	66	59
6	New York	71	69	68	66	65
7.5	Utah	70	74	68	69	63
7.5	South Carolina	70	67	66	65	65
9.5	Maryland	69	72	69	68	68
9.5	New Hampshire	69	62	60	58	53
11	Virginia	68	69	69	67	66
12.5	California	66	65	64	63	60
12.5	Vermont	66	61	65	61	56
14	Hawaii	65	65	72	68	65
15.5	North Carolina	64	67	67	60	57
15.5	West Virginia	64	60	59	59	55
17	Georgia	59	61	60	53	49
18	Kentucky	58	60	59	58	53
19.5	Ohio	56	53	54	53	51
19.5	Pennsylvania	56	53	52	51	48
21.5	Indiana	55	57	53	49	45
21.5	Florida	55	55	55	52	52
23	Maine	54	56	53	50	45
24	Nevada	53	52	52	48	44
25	Wisconsin	52	52	47	46	36
26	Arizona	51	55	55	54	52
27.5	Michigan	50	51	51	48	47
	United States	**50**	**49**	**48**	**46**	**44**
27.5	Colorado	50	47	47	44	43
29	Illinois	49	47	45	44	42
30	Washington	48	47	48	50	48
31	Tennessee	47	45	45	43	44
33	Alabama	45	45	46	46	45
33	Oregon	45	44	45	44	40
33	Texas	45	38	35	32	29
35.5	Delaware	42	62	62	58	58
35.5	Minnesota	42	35	34	30	30
37	Idaho	41	37	40	35	37
38	New Mexico	40	39	34	31	28
39	Mississippi	33	34	30	31	31
40	Montana	31	28	27	26	22
41.5	Wyoming	30	34	34	33	31
41.5	**Iowa**	**30**	**27**	**25**	**22**	**18**
43	Missouri	26	24	20	19	20
44.5	Louisiana	25	24	24	23	21
44.5	Kansas	25	22	20	20	18
46.5	Arkansas	22	23	21	20	19
46.5	Nebraska	22	20	21	20	18
48	South Dakota	19	9	9	7	12
49	Oklahoma	17	17	15	15	16
50	Alaska	12	13	12	10	10
51	North Dakota	5	5	5	5	4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, NATIONAL SUMMARY REPORTS, 1991-1995.

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Table 80

NUMBER OF ADVANCED PLACEMENT EXAMS PER 1,000 11TH & 12TH GRADERS

Rank Based on 1995 Data	State	Year				
		1995	1994	1993	1992	1991
1	District of Columbia	249	251	221	220	283
2	Utah	229	239	215	211	193
3	Virginia	221	209	184	170	161
4	New York	195	192	180	170	157
5	Florida	190	189	171	181	156
6	California	178	167	157	147	139
7	Maryland	177	164	157	145	135
8	South Carolina	171	165	152	141	130
9	North Carolina	170	145	119	95	81
10	New Jersey	163	155	143	136	121
11	Massachusetts	162	153	145	134	121
12	Connecticut	152	144	138	134	123
13	Georgia	144	154	125	85	77
14	Hawaii	140	136	127	129	118
15	Delaware	136	132	135	120	103
	United States	**122**	**116**	**106**	**98**	**89**
16	Illinois	122	115	106	101	90
17	Colorado	119	122	121	123	115
18	New Hampshire	111	95	91	83	74
19	Rhode Island	104	98	90	89	86
20	Texas	103	82	69	57	52
21	Nevada	101	97	87	80	80
22	Maine	96	84	80	71	63
23.5	Arizona	92	105	94	85	66
23.5	Indiana	92	84	68	59	50
26	Alaska	91	97	103	98	94
26	Pennsylvania	91	90	86	79	72
26	Michigan	91	84	82	76	70
28.5	Tennessee	88	89	80	74	70
28.5	Alabama	88	81	73	70	62
30	Vermont	87	102	94	84	82
31	Wisconsin	85	74	64	48	39
32	Ohio	83	72	68	63	55
33	Kentucky	79	78	74	69	59
34	Minnesota	77	51	46	40	35
35	New Mexico	74	78	74	80	72
36	West Virginia	68	62	58	55	48
37	Oregon	60	65	65	65	61
38	Washington	57	60	58	57	54
39	Montana	52	51	44	44	41
40	Idaho	50	56	52	47	44
41.5	Nebraska	48	46	47	41	39
41.5	Mississippi	48	45	39	38	36
43	Missouri	47	47	44	38	34
44.5	Oklahoma	45	51	48	42	37
44.5	Wyoming	45	48	42	42	33
46	**Iowa**	**44**	**39**	**37**	**31**	**27**
47.5	Kansas	41	40	38	35	36
47.5	Arkansas	41	37	32	29	29
49	Louisiana	36	39	37	34	34
50	South Dakota	35	23	24	18	18
51	North Dakota	24	21	19	19	19

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, NATIONAL SUMMARY REPORTS, 1991-1995.

Table 81 reflects the number of exams taken by Iowa students and the corresponding average scores for the years 1993 through 1995. The number of exams taken by both Iowa students and students across the nation have increased by 30 percent and 23 percent respectively. Average scores for each of the three years were higher for Iowa students than for the nation at large. For the three years represented average AP scores were higher than average scores for the nation.

Table 81

AVERAGE ADVANCED PLACEMENT EXAMINATION SCORES FOR ALL CANDIDATES — 1993, 1994, AND 1995

	Year					
	1993		1994		1995	
	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
Iowa	2,788	3.13	3,037	3.27	3,627	3.11
Nation	623,933	3.00	684,449	3.06	767,881	2.96

SOURCE: THE COLLEGE BOARD, IOWA AND NATIONAL SUMMARY REPORT, ADVANCED PLACEMENT PROGRAM, 1993, 1994, AND 1995.

National Assessment of Educational Progress

For 25 years, the National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education, has been the only nation-wide assessment of student achievement in various subjects areas. When Congress re-authorized NAEP in 1988, a new dimension of voluntary state-by-state assessments was added. The 1990 Trial State Assessment Program provided for the collection of information on the mathematics performance of a representative sample of eighth grade students in public schools. The 1992 Trial State Assessment Program assessed mathematics performance in both grades four and eight and reading performance of fourth grade students in public schools.

In February 1994, NAEP assessed the reading skills and understanding of representative samples of fourth grade students. For the first time, the NAEP assessment included nonpublic school students.

In 1994, a total of 2,759 Iowa public school students (from 107 schools) and 327 Iowa nonpublic school students (from 16 schools) participated in the NAEP assessment. The number of test takers was less than eight percent of the Iowa fourth grade population for both public and nonpublic student samples.

The 1992 and 1994 NAEP reading assessment measured three general areas: Reading for Literary Experience, Reading to Gain Information, and Reading to Perform a Task. The first two were measured at the fourth grade level.

Three reading scores were reported. They are the scale scores for reading for literary experience and reading to gain information, plus the overall reading proficiency score. All three of these scales have a score range of 0 to 500. The three achievement levels - basic, proficient, and advanced describe what students participating in the NAEP assessment should know and be able to do. The basic level denotes partial mastery of fundamental knowledge and skills. The proficient level defines solid academic performance that demonstrates competency in challenging subject matter and the advanced level signifies superior performance. The 1994 fourth-grade reading cut scores are 212 for basic, 243 for proficient, and 275 for advanced.

Table 82

FOURTH GRADE PUBLIC SCHOOL STUDENT PERFORMANCE ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS — 1992 AND 1994

	Average Reading Proficiency Score		Average Score Reading for Literary Experience		Average Score Reading to Gain Information	
States	1992	1994	1992	1994	1992	1994
Nation	215	212	217	214	212	210
Iowa	**225**	**223**	**227**	**225**	**224**	**221**
Minnesota	221	218	222	220	219	216
Missouri	220	217	222	219	218	215
Nebraska	221	220	224	222	218	218
North Dakota	226	225	228	226	222	224
Wisconsin*	224	224	226	225	221	223

SOURCE: CROSS-STATE DATA COMPENDIUM FOR THE NAEP 1994 GRADE 4 READING ASSESSMENT. U.S. DEPARTMENT OF EDUCATION, NCES, OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, 1995.

*DID NOT SATISFY ONE OF THE GUIDELINES FOR SCHOOL SAMPLE PARTICIPATION RATES FOR THE 1994 TRIAL STATE ASSESSMENT.

Eliminating the states that did not meet the guidelines for school sample participation (e.g., 1994 Wisconsin), the average score of the Iowa public school students was ranked third in the nation in both 1992 and 1994 (Table 82). Iowa, with an average reading proficiency score of 225, was behind Massachusetts and North Dakota in 1992. In 1994, Iowa (223) was behind Maine (228) and North Dakota (225) and tied with Massachusetts. Iowa's average scores for reading proficiency were slightly lower than the North Dakota scores. Iowa average scores were 11 points higher than scores for the nation.

Table 83

FOURTH GRADE PUBLIC SCHOOL STUDENT AVERAGE READING PROFICIENCY ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS — 1992 AND 1994

	1992 % of Students				1994 % of Students			
States	**Advanced or Above**	**Proficient or Above**	**Basic or Above**	**Below Basic**	**Advanced or Above**	**Proficient or Above**	**Basic or Above**	**Below Basic**
Nation	6	27	60	40	7	28	59	41
Iowa	**7**	**36**	**73**	**27**	**8**	**35**	**69**	**31**
Minnesota	6	31	68	32	7	33	65	35
Missouri	6	30	67	33	7	31	62	38
Nebraska	6	31	68	32	8	34	66	34
North Dakota	6	35	74	26	8	38	73	27
Wisconsin*	6	33	71	29	7	35	71	29

SOURCE: CROSS-STATE DATA COMPENDIUM FOR THE NAEP 1994 GRADE 4 READING ASSESSMENT. U.S. DEPARTMENT OF EDUCATION, NCES, OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, 1995

*DID NOT SATISFY ONE OF THE GUIDELINES FOR SCHOOL SAMPLE PARTICIPATION RATES FOR THE 1994 TRIAL STATE ASSESSMENT.

Compared to the nation and other midwest states, Iowa had the highest percentages of students in the categories of advanced or above and proficient or above in 1992 (Table 83). In 1994, the percentage of students for Iowa in advanced or above was tied with North Dakota. The percentage of Iowa students who were classified as proficient or above was slightly lower than North Dakota. In both 1992 and 1994 the percentage of Iowa students in the categories of advanced, proficient, and basic exceeded those for the nation. The percentage of Iowa students in both 1992 and 1994 who scored below the basic level was below that of the nation and all other midwest states except North Dakota.

Table 84 shows the average scores for fourth grade Iowa girls and boys. Average scores of Iowa girls were higher than Iowa boys overall and for the two sub-scales across the two years. However, the gender differences were smaller for the reading to gain information scale.

Table 84

FOURTH GRADE IOWA PUBLIC SCHOOL STUDENT AVERAGE READING PROFICIENCY ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS — 1992 AND 1994

	Average Reading Proficiency Score		Average Score Reading for Literary Experience		Average Score Reading to Gain Information	
Gender	1992	1994	1992	1994	1992	1994
Female	229	227	232	230	226	224
Male	222	219	222	220	222	217

SOURCE: NAEP 1994 READING STATE REPORT FOR IOWA. U.S. DEPARTMENT OF EDUCATION, NCES, OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, 1995.

Nonpublic school students performed better than public school students for both Iowa and national samples (Table 85). However, the score gaps between Iowa nonpublic and public students were much smaller than the gaps between the nonpublic and public school students for the nation.

Table 85

FOURTH GRADE NON-PUBLIC STUDENT AVERAGE PERFORMANCE ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS — 1994

	Average Reading Proficiency Score			Average Score Reading for Literary Experience			Average Score Reading to Gain Information		
	Non-Public	**Public**	**Combined**	**Non-Public**	**Public**	**Combined**	**Non-Public**	**Public**	**Combined**
Iowa	232	223	224	235	225	226	228	221	222
Nation	231	212	214	233	214	216	229	210	212

SOURCE: NAEP 1994 READING STATE REPORT FOR IOWA. U.S. DEPARTMENT OF EDUCATION, NCES, OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, 1995.

Post Secondary Enrollment Options

The Post Secondary Enrollment Options Act provides the opportunity for juniors and seniors as well as 9th and 10th graders identified as talented and gifted to enroll in post secondary institutions and to earn college credit while they are attending high school. The total number of students taking advantage of the Post secondary Enrollment Options Act increased 18.7 percent in 1994-95 over the previous year and was up over 58 percent compared to 1992-93 figures (Tables 86, 87 and 88). Increases in post secondary enrollment under this provision from 1992-93 to 1994-95 were lead by the regents institutions at 71.6 percent, followed by community colleges at 57.7 percent and private 4 year colleges at 49.6 percent. Increases over the period by course area were lead by science at 62.1 percent, followed by mathematics at 55.7 percent and social science at 50.9 percent (Figure 31).

Table 86

1992-1993 IOWA POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE

INSTITUTION	ENROLLMENTS			NUMBER COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	28	120	148	63	38	56	88	4	5
COMMUNITY COLLEGE	311	1,416	1,727	243	217	738	901	210	247
PRIVATE 4 YR. COLLEGE	39	267	306	54	30	135	163	19	7
PRIVATE 2 YR. COLLEGE		6	6	8			2		1
TOTALS[1]	378	1,809	2,187	368	285	929	1,154	233	260

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POST SECONDARY ENROLLMENT OPTIONS FILE, 1992-93.

[1] EXCLUDED FROM TOTAL ENROLLMENTS ARE 32 FRESHMEN AND SOPHOMORES.

Table 87

1993-1994 IOWA POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE

INSTITUTION	ENROLLMENTS			NUMBER COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	35	179	224	110	57	79	96	2	19
COMMUNITY COLLEGE	438	1,817	2,298	395	304	976	1,131	324	379
PRIVATE 4 YR. COLLEGE	60	315	380	93	48	180	165	36	8
PRIVATE 2 YR. COLLEGE		18	18	17					2
TOTALS[1]	533	2,329	2,920	615	409	1,235	1,392	362	408

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POST SECONDARY ENROLLMENT OPTIONS FILE, 1993-94.

[1] EXCLUDED FROM TOTAL ENROLLMENTS ARE 58 FRESHMEN AND SOPHOMORES.

Table 88

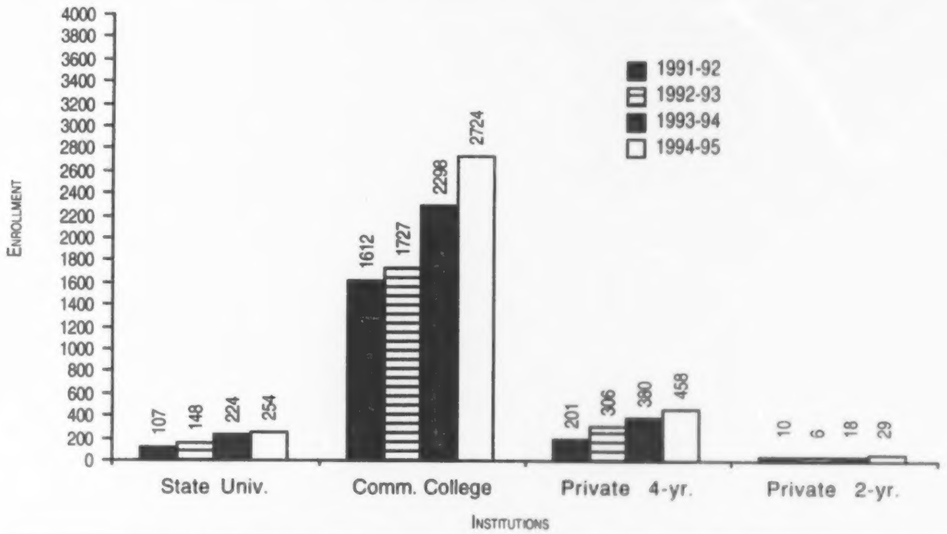
1994-1995 IOWA POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE

INSTITUTION	ENROLLMENTS			NUMBER COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	52	202	254	91	47	87	115	10	5
COMMUNITY COLLEGE	522	2,202	2,724	377	346	1,098	1,246	452	486
PRIVATE 4 YR. COLLEGE	71	387	458	83	67	207	145	69	37
PRIVATE 2 YR. COLLEGE	1	28	29	22	2	10	11	3	
TOTALS	646	2,819	3,465	573	462	1,402	1,517	534	528

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POST SECONDARY ENROLLMENT OPTIONS FILE, 1994-95.

Figure 31

GROWTH IN POST SECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS 1992, 1993, 1994, AND 1995



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POST SECONDARY ENROLLMENT OPTIONS FILES, 1991-92 TO 1994-95.

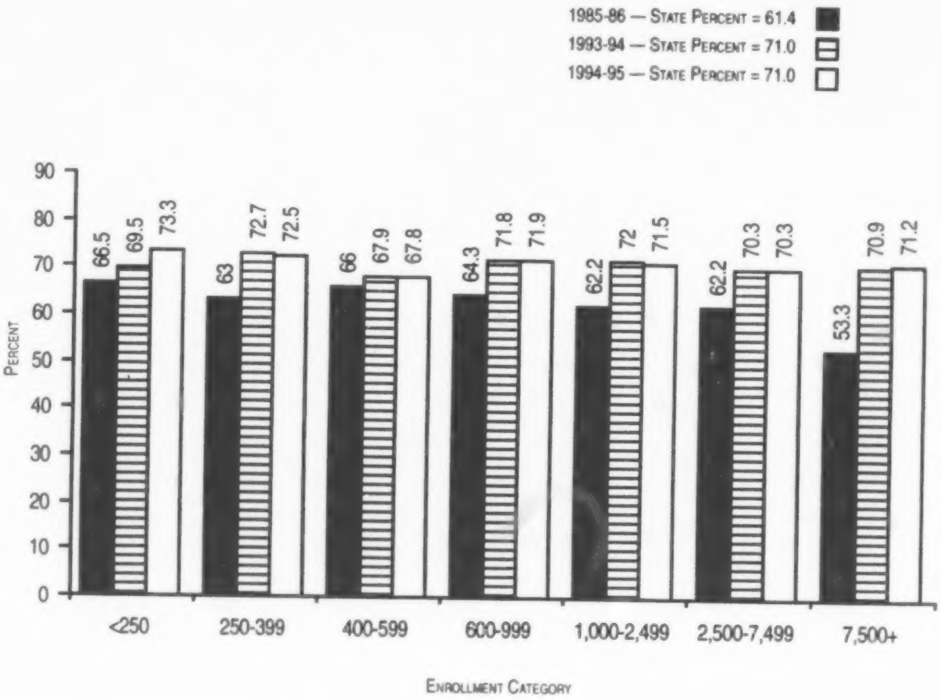
Pursuit of Post Secondary Education/Training

One year after graduation, public school students are surveyed regarding their post secondary education/training pursuits. The percentage of graduates pursuing post secondary education/training one year after high school is shown for 1985-86, 1993-94, and 1994-95 in Figure 32. The percentage of graduates involved in post secondary education/training for 1994-95 and for the prior year was 71.0 percent compared to 61.4 percent in 1985-86.

An examination of graduate pursuits by enrollment category reflects increases across all categories from 1985-86 to 1994-95 (Figure 32). All but three enrollment categories maintained or increased with respect to the percentage of graduates pursuing post secondary education/training over the previous year. For 1994-95 only small differences were apparent across enrollment categories in contrast to more sizable differences occurring in 1985-86. The largest improvement in this measure of student performance occurred in districts with enrollments of 7500 and above registering an increase of nearly 18 percentage points for the period 1985-86 to 1994-95 in the percent of graduates pursuing post secondary education/training.

Figure 32

IOWA PUBLIC SCHOOL GRADUATES PURSUING POST SECONDARY EDUCATION/TRAINING IN 1985-86, 1993-94 AND 1994-95 BY ENROLLMENT CATEGORY



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY. GRADUATE FOLLOW-UP FILES, 1985-86, 1993-94, AND 1994-95.

Information with respect to the type of post secondary institution attended is also provided from the survey. Table 89 reflects increases in the percentages of graduates pursuing post secondary education in Iowa private four year colleges, public four year colleges, and community colleges from 1985 to 1994. An increase of nearly nine percentage points occurred for graduates attending community colleges. Attendance at technical and trade schools declined while a small increase in participation in apprentice programs was realized. More than 85 percent of all 1985 Iowa graduates and about 84 percent of 1994 graduates reported attending in-state post secondary education/training programs.

Table 89

IOWA PUBLIC SCHOOL GRADUATES STATUS ONE YEAR AFTER GRADUATION
1985 GRADUATES VS 1994 GRADUATES

	Number of Students		Percent of Total Graduates	
Post Secondary Pursuit	1985	1994	1985	1994
Private 4-Year College	4,236	4,000	12.2	13.5
Public 4-Year College	8,061	7,610	23.3	25.7
Community College	6,295	8,006	18.2	27.0
Private 2-Year College	488	263	1.4	.9
Technical/Trade School	2,113	1,081	6.1	3.6
Apprentice Training	39	67	.1	.2
Total	21,232	21,027	61.3	70.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP FILE.

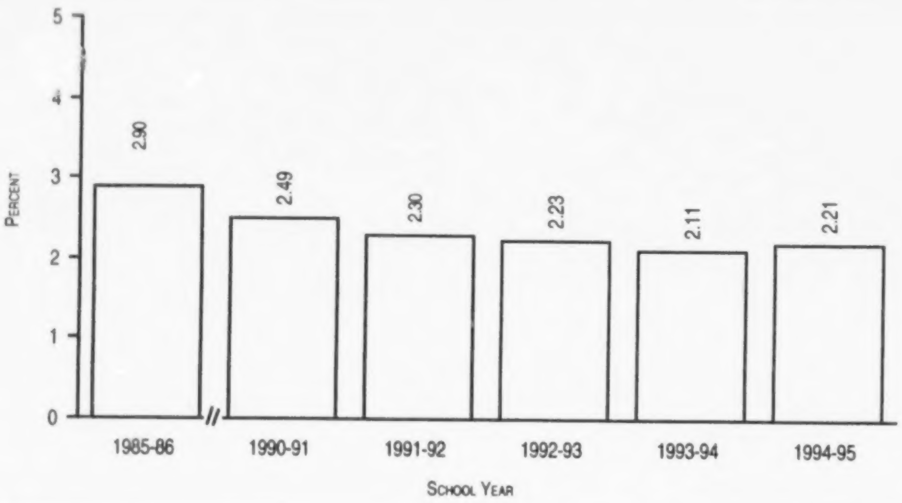
Dropouts

A public school dropout is defined as a student in grades seven through twelve who was not enrolled in an educational program provided by a public school district and had not graduated from high school or completed a state or district approved educational program.

The 7-12 dropout rate for Iowa public school students has decreased from 2.9 percent in 1985-86 to 2.11 percent in 1993-94. In 1994-95 the dropout rate increased slightly to 2.21 percent (Figure 33).

Figure 33

IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

1992-93, 1993-94, and 1994-95. In terms of the percentage of total dropouts, African Americans and Asian students have shown marked improvements from 1992-93 to 1994-95. The percentage of total dropouts for African Americans and Asians decreased from 9.3 percent to 5.6 percent and from 2.8 percent to 1.3 percent respectively. In terms of the 7-12 population represented by minority students, the percentage of minority dropouts still represents a disproportionate rate. Non-minority dropouts increased as a percent of total dropouts over the period from 82.1 percent to 87.8 percent.

Table 90

PERCENT OF IOWA PUBLIC SCHOOL DROPOUTS BY RACIAL/ETHNIC GROUPS 1992-93, 1993-94 AND 1994-95

	% of Total Dropouts			% of 7-12 Enrollment		
Racial/Ethnic Group	1992-93	1993-94	1994-95	1992-93	1993-94	1994-95
White	82.1	85.5	87.8	94.2	94.0	94.0
African American	9.3	8.0	5.6	2.6	2.7	2.7
Hispanic	4.3	3.8	4.3	1.4	1.5	1.5
Asian	2.8	1.7	1.3	1.4	1.4	1.4
American Indian	1.6	1.0	1.0	.3	.3	.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILE.

Table 91 displays dropouts by grade level and by enrollment category. The highest percentage of dropouts for 1994-95 came from grade 11 (30.9 percent), followed by grade 12 (29.4 percent) and grade 10 (24.0 percent). This follows the pattern in previous years. In general, the percentage of dropouts increases for each successively larger enrollment category. Nearly 84 percent of the states 4,985 dropouts were from school districts with enrollments of 1000 and above. These districts enroll nearly 71 percent of the states 7-12 public school students.

Table 91

TOTAL IOWA PUBLIC SCHOOL DROPOUTS BY ENROLLMENT CATEGORY
1994-95

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	% of Enroll 7-12	Drop-Out Rate
State	9	82	692	1,194	1,540	1,468	4,985	100.0	100.0	2.21
<250	0	0	1	4	3	5	13	0.3	0.7	0.80
250-399	1	3	11	33	38	41	127	2.5	3.9	1.45
400-599	1	4	31	50	80	105	271	5.4	9.1	1.33
600-999	0	3	55	109	116	135	418	8.4	15.8	1.18
1,000-2,400	2	10	139	318	401	407	1,277	25.6	26.5	2.14
2,500-7,499	2	3	140	289	385	416	1,235	24.8	19.5	2.81
7,500+	3	59	315	391	517	359	1,644	33.0	24.6	2.97

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILE.

High School Completion

High school completion rates for 18-24-year-olds are presented in Table 92. Three year averages are provided for 1989-91 and for 1992-94. For the period 1989-91 Iowa ranked second in high school completion rates behind North Dakota and third for the three-year period from 1992-94 behind North Dakota and Nebraska. For the period 1992-94 the average high school completion rate for the 50 states and the District of Columbia was 86.1.

Table 92

THREE YEAR AVERAGE HIGH SCHOOL COMPLETION RATES OF 18-THROUGH 24-YEAR-OLDS, BY STATE, OCTOBER 1989-91 AND 1992-94 (RANK ORDER BY 1992-94 THREE YEAR AVERAGE)

State	1992-94	1989-91
North Dakota	96.6	95.6
Nebraska	95.9	90.8
Iowa	**94.2**	**94.5**
Maine	94.0	90.5
Utah	93.9	93.9
Delaware	93.7	85.9
Wisconsin	93.4	93.4
Minnesota	93.2	92.0
South Dakota	93.2	87.6
Maryland	92.9	87.3
Connecticut	92.6	89.7
Kansas	92.2	92.5
Montana	91.6	92.7
Wyoming	91.6	91.6
Massachusetts	91.2	89.6
New Jersey	91.0	90.0
Hawaii	90.7	92.9
Rhode Island	90.7	87.4
Missouri	90.0	88.0
Alaska	89.8	88.7
Vermont	89.8	85.9
Pennsylvania	89.7	90.2
Ohio	89.6	89.3
Michigan	89.2	86.3
Mississippi	88.8	84.0
Virginia	88.6	87.0
Indiana	88.4	88.9
Colorado	87.6	87.8
New York	87.5	87.7
Arkansas	87.5	87.1
Washington	87.3	87.4
South Carolina	87.0	82.6
Illinois	86.7	85.4
Idaho	86.7	83.1
New Hampshire	86.6	87.3
District of Columbia	86.4	82.0
United States	**86.1**	**85.0**
West Virginia	85.6	82.7
North Carolina	85.3	82.8
Louisiana	83.9	80.6
New Mexico	83.7	84.7
Arizona	83.7	83.2
Nevada	83.4	82.6
Alabama	83.3	82.2
Kentucky	83.3	81.6
Florida	83.2	83.2
Oklahoma	83.1	87.1
Oregon	82.9	89.2
Tennessee	82.3	76.5
Texas	80.5	78.4
Georgia	79.4	85.5
California	78.9	76.7

SOURCE: U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS, CURRENT POPULATION SURVEY, OCTOBER (VARIOUS YEARS) UNPUBLISHED DATA.

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Finance

The finance section provides expenditure information on: 1) object categories; 2) operation and maintenance; 3) administration, and 4) instruction. Additional information is also provided on state aid, property taxes, income surtax, and elementary and secondary budgets.

Object Category Expenditures

Table 93 reflects object category expenditures for 1985-86, 1993-94, and for 1994-95. On a statewide basis, expenditures for salaries, purchased services, and other objects (includes such items as expenditures for interest, taxes, and redemption) as a percent of total general fund expenditures have decreased since 1985-86, with 1994-95 salaries and purchased services also decreasing slightly from the previous year. Object categories showing increases over the period included employee benefits and supplies.

Table 93

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-86, 1993-94, 1994-95

	Year		
Object Category	1985-86 Percent	1993-94 Percent	1994-95 Percent
Salaries	68.1	66.2	65.9
Benefits	12.9	15.6	15.5
Purchased Services	9.9	9.2	9.4
Supplies	5.7	6.2	6.2
Property	2.6	2.6	2.6
Other Objects	.8	.3	.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Object expenditures as a percent of total general fund expenditures by enrollment category are displayed in Table 94. Percentages of total operating funds allocated for supplies varied only slightly across enrollment groups. Salaries and purchased services percentages, however, varied by 16 and nearly 20 percentage points respectively. The percentage of total general funds allocated for employee benefits varied by 5.7 percentage points.

Percentage allocations for salaries and benefits, in general, increased with successive increases in enrollment while purchased services allocations generally decreased across enrollment categories.

Table 94

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1994-95

	Enrollment Category						
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Salaries	51.0	59.1	63.2	63.8	66.4	68.1	67.4
Benefits	12.0	12.9	13.7	14.5	15.0	15.4	17.7
Purchased Services	28.1	17.3	12.1	10.2	8.3	7.9	8.1
Supplies	6.6	7.5	7.5	7.6	6.8	5.7	4.8
Property	2.0	2.9	3.0	3.5	3.1	2.5	1.7
Other Objects	.3	.3	.5	.4	.4	.4	.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1994-95.

Operation and Maintenance Expenditures

Expenditures for operation and maintenance of schools as a percentage of total general fund expenditures decreased for the state as a whole and for all enrollment categories from 1985-86 to 1994-95 (Table 95). With one exception, districts with enrollments of 400-599, percentages allocated for operation and maintenance for all enrollment categories decreased from the previous year in 1994-95. The range in allocations for operation and maintenance across enrollment categories was 2.3 percentage points. In general, allocations for operation and maintenance increased with increases in enrollment.

Table 95

OPERATION AND MAINTENANCE EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-86, 1993-94, 1994-95

	Year		
Enrollment Category	1985-86 Percent	1993-94 Percent	1994-95 Percent
<250	10.9	8.4	8.1
250-399	11.3	8.8	8.5
400-599	11.3	8.8	8.9
600-999	12.1	9.6	9.3
1,000-2,499	11.7	9.4	9.0
2,500-7,499	12.4	9.7	9.3
7,500+	13.3	10.9	10.4
State Average	12.2	9.8	9.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Administrative Expenditures

Expenditures for the administration of public schools as a percentage of total general funds have, in general, decreased slightly for most enrollment categories since 1985-86, as well as on a statewide basis (Table 96). Percentage amounts allocated for administration also reflect decreases with increases in enrollment.

Table 96

ADMINISTRATIVE EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-86, 1993-94, 1994-95

	Year		
Enrollment Category	1985-86 Percent	1993-94 Percent	1994-95 Percent
<250	13.0	12.0	11.8
250-399	12.0	12.6	12.5
400-599	11.9	11.9	11.7
600-999	10.6	10.9	11.1
1,000-2,499	10.2	9.9	10.1
2,500-7,499	9.6	9.2	9.5
7,500+	8.9	8.7	7.7
State Average	10.2	9.9	9.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Instructional Expenditures

A higher percentage of the total general fund was devoted to instruction in 1994-95 than in the previous year as well as in 1985-86 (Table 97). On average public schools are spending 68.7 percent of the total general funds on instruction, up 3.4 percentage points from 1985-86 levels. Without exception the average percentage allocation for instruction in 1994-95 was up over the previous year and increased substantially over the base year 1985-86. The average percentage of total general funds spent for instructional purposes reflected no particular pattern across enrollment categories.

State Aid

The percentage of total general fund appropriations allocated to education increased significantly in 1996-97. The increase was primarily the result of increasing the foundation level from 83 percent to 87.5 percent and the new $30 million technology/school improvement fund. The increase in the foundation level decreased property taxes and increased state aid to school districts by approximately $85 million. Table 97 displays the percentages from 1981-82 to 1996-97. Included in the state aid amount are Educational Excellence, Instructional Support, Technology/School Improvement and Foundation Aid. Not included are funds expended for Part III of the Iowa Communications Network (ICN) at the K-12 level.

Table 97

INSTRUCTIONAL EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1985-86, 1993-94, 1994-95

	Year		
Enrollment Category	1985-86 Percent	1993-94 Percent	1994-95 Percent
<250	64.4	69.2	70.1
250-399	63.8	67.3	68.1
400-599	64.6	67.9	68.2
600-999	63.9	67.1	67.2
1,000-2,499	65.6	68.5	68.8
2,500-7,499	66.5	68.9	69.5
7,500+	65.7	68.3	69.1
State Average	65.3	68.2	68.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Table 98

TOTAL IOWA GOVERNMENT APPROPRIATIONS
(IN MILLIONS)

Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
1996-97	$1,615.0	$4,126.4	39.1
1995-96	1,426.7	3,836.9	37.2
1994-95	1,362.0	3,645.8	37.4
1993-94	1,325.4	3,508.1	37.8
1992-93	1,273.1	3,405.6	37.4
1991-92	1,185.4	3,180.3	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,858.6	36.7
1988-89	964.1	2,690.9	35.8
1987-88	905.7	2,447.1	37.0
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,126.3	33.5
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,869.1	34.4
1981-82	621.0	1,771.9	35.0

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, LEGISLATIVE FISCAL BUREAU.

Property Taxes

Property taxes required to fund the combined district cost decreased $55.9 million between 1995-96 and 1996-97. This decrease was a result of the increase in the foundation level from 83 percent to 87.5 percent. Table 99 shows the total property taxes required for the school foundation formula portion of the budget for the years 1981-82 to 1996-97. Also shown is the impact tax credits have had. Included in the amounts are credits for agriculture land, family farms, livestock, and the school portion of the homestead and personal property.

Table 99

IOWA PROPERTY TAX REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA (IN MILLIONS)

Year	Property Taxes	Property Taxes Less Credits
1996-97	$797.5	$700.7
1995-96	853.4	756.6
1994-95	822.0	752.2
1993-94	793.5	696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

SOURCE: IOWA BUDGET REPORT.

Income Surtaxes

In 1996-97, income surtaxes used as a source of local revenue increased to $24.7 million. As can be seen in Table 100, the use of the income surtax has increased approximately twenty-one percent between 1995-96 and 1996-97. In 1987-88 the surtax was less than $2 million compared to $24.7 million in 1996-97.

Table 100

IOWA INCOME SURTAXES

Year	Income Surtax in Millions	Percent Increase
1996-97	$24.7	21.1
1995-96	20.4	8.5
1994-95	18.8	9.9
1993-94	17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	

SOURCE: ANNUAL AID AND LEVY WORKSHEETS.

Total Elementary and Secondary Education Budgets

In 1996-97, approximately $2.9 billion was budgeted by local school districts. Table 101 displays the amount budgeted by major areas. Approximately two-thirds of the budgeted amount is as a result of the regular program budget. Special education instructional budgets and special education instructional support budgets are the next largest items accounting for approximately 7.6 percent of the total budget. Although many of the budget items are determined by formula, districts also estimate miscellaneous income. The Educational Excellence Program, Phases I, II, and III and federal funds account for the majority of the miscellaneous income.

Table 101

1996-97 IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL

Source of Funds	Amount	Percent
Regular Program	$1,902,900,935	66.2
Guarantee Amount	2,151,807	.1
Supplementary Weights	20,565,678	.7
Special Education	197,441,773	6.9
AEA Media	16,990,907	.6
AEA Ed Services	18,742,111	.7
AEA Special Education	92,444,404	3.2
Tag SBRC	13,684,015	.5
Dropout SBRC	22,591,192	.8
Other SBRC	780,000	—
Instructional Support	82,671,109	2.9
Educational Improvement	250,797	—
Enrollment Audit Adjustment	-117,554	—
Physical Plant and Equipment	46,810,060	1.6
67.5 Cent School House	13,690,415	.5
Management Levy	35,112,548	1.2
Playground	1,343,894	—
Debt Service	78,878,664	2.7
Miscellaneous*		
State	110,981,336	3.9
Federal	78,680,463	2.7
Miscellaneous Tax	2,707,866	.1
Local	55,049,242	1.9
Tuition/Transportation Received	64,859,614	2.3
Investment Income	16,3109,399	.6
Total	**$2,875,521,675**	

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILE.
*MISCELLANEOUS INCOME AMOUNTS ARE TAKEN FROM DISTRICT BUDGETS AND ARE SUBJECT TO CHANGE.

Community Colleges

> *"The community college is the institution in America which most clearly reflects how we ought to be organized, how we ought to work together, and what we ought to be trying to do as we move this country into the 21st Century. Compared to a lot of educational institutions, it's not very bureaucratic. It's flexible. The curriculum changes all the time, based on the needs of the people and the changes in the economy.*
>
> *It's also a highly democratic institution. It's open to everyone. It also embodies the values that I think this country needs to work on as we move to the future— everybody can have an opportunity, but they can't seize it unless they're responsible enough to take control of their own lives.*
>
> *You go to any community college in America, and the sense of community comes out of people's shared values and reaches across their racial, their ethnic and their religious differences, so that people are stronger by working together than they are by emphasizing their divisions. That's what this whole country needs to do. This country would work better if it worked more like a giant community college."*
>
> — President Clinton, July 1996

According to *A Strategic Planning Philosophy*, a document published in 1990 by Iowa's community colleges, it is their mission...

> *to offer quality programs, courses, and services to meet the different community interests, student abilities, and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions, and the public welfare of our state.*

Iowa's 15 community colleges are public "open-door" institutions which exist to serve their communities and the citizens of the state who can benefit from the courses, programs, and services they offer. The principles of **Access, Quality,** and **Responsiveness** constitute the foundation upon which the community colleges' mission was developed and continue to guide their growth and development.

Access:

- The opportunity to take advantage of the educational offerings provided by Iowa's community colleges is assured to virtually everyone who applies.
- A wide variety of educational and support programs designed to help students succeed will be available to all.
- Iowa's 15 community colleges maintain 29 campuses and many other attendance centers in order that courses and services are available within 50 miles of most Iowans.

- Low tuition makes community colleges the best bargain in the state for post secondary education.

Quality:

- Each of our community colleges is a comprehensive institution which provides instruction in traditional transfer and vocational-technical programs, a broad variety of non-credit courses designed to meet the needs of the residents of its district, and training and retraining programs for business and industry.
- Continual attention to improvement is given to the programs and services offered by the community colleges, as well as to the people who serve in them.
- Iowa's community colleges have created an infrastructure for providing low-cost, high quality, customized training for business and service to local communities that is the strongest in the nation.

Responsiveness:

- Community colleges continually assess the needs of their communities and meet them through an ever-changing variety of course offerings and services.
- College staff are engaged across the state in collaborative efforts with other educational institutions, including local high schools and four-year institutions, as well as with workforce development initiatives.

Facts:

- Each of Iowa's 15 community colleges is locally governed by an elected board of trustees representing the residents of the district.
- 94.6 percent of community college students enrolled in the fall of 1995 were Iowa residents as compared with 73.5 percent at the Regents universities, and 54.2 percent at all two- and four-year independent colleges and universities.
  —Source: Iowa College and University Enrollment Report, University of Iowa
- 33 percent of all credit students enrolled in Iowa colleges and universities in the fall of 1995 were enrolled in community colleges.
  —Source: Iowa College and University Enrollment Report, University of Iowa
- 52.6 percent (19,695) of the new freshmen in Iowa colleges and universities were enrolled at public community colleges in the fall of 1995. This figure is up 2.8 percent from the fall of 1994.
  —Source: Iowa College and University Enrollment Report, University of Iowa

- 19,362 community college students were enrolled in vocational-technical programs, and 36,981 in arts/sciences programs in the fall of 1995.
  —Source: Iowa Department of Education

- 6.06 percent of community college students enrolled in the fall of 1995 were minorities, compared with 3.1 percent of the total population of the state.
  —Source: Iowa Department of Education, 1990 Census

- 51,190 Iowans were enrolled in adult basic education/high school completion programs offered by Iowa's community colleges during the 1995 fiscal year.
  —Source: Iowa Department of Education

- 5,372 high school equivalency (GED) diplomas were awarded through community college-sponsored programs during the 1995 calendar year.
  —Source: Iowa Department of Education

- The total enrollment in continuing education during the 1995 fiscal year was 577,999. Of this number, 456,885 were in vocational supplemental/occupational upgrading, and 121,114 in continuing and general education.
  —Source: Iowa Department of Education

- Among community college students enrolled in credit programs the fall of 1995, 41.9 percent were male and 58.1 percent were female.
  —Source: Iowa Department of Education

- The total expenses incurred by community colleges in fiscal year 1995 were $244 million. General state aid received by the community colleges was $119 million, or 48 percent of the total, down from 49.6 percent in fiscal year 1992.
  —Source: Iowa Department of Education

- $1,290.48 is the average annual resident tuition charge for 12 credit hours in 1995-96. This equals 54 percent of the average tuition for the Regents universities ($2,400).
  —Source: Iowa Department of Education

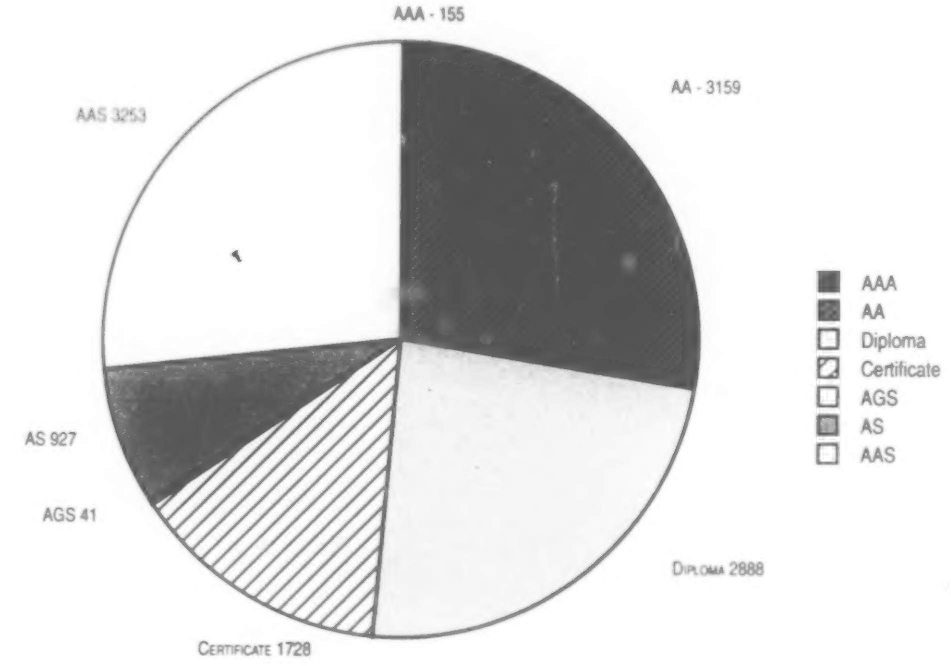
Outcomes

Degrees/Awards Granted

Community college students completing credit programs are awarded certificates, diplomas, or one of five types of degrees. Students completing arts and sciences programs receive the Associate in Arts, Associate in Science, or Associate in General Studies. Students completing vocational programs are awarded certificates, diplomas, or one of two degrees; the Associate in Applied Arts or the Associate in Applied Science.

Figure 34

AWARDS GRANTED
FISCAL YEAR 1995



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES

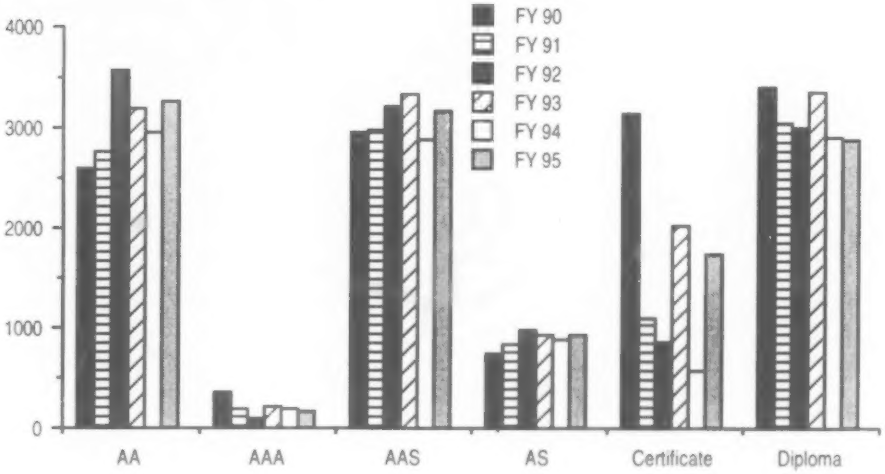
The total number of awards granted decreased significantly from fiscal year 1990 (1989-90 school year) to fiscal year 1991 and rose again in fiscal years 1992 and 1993. Declining enrollment is not an explanation as enrollment has risen constantly from fiscal year 1990 to fiscal year 1993. One possible explanation is students shifting from shorter certificate and diploma programs to longer degree programs in order to gain additional skills for employment in a tight job market. Another factor is the addition of liberal arts programs to community college offerings. As institutions added arts and sciences curricula, students who would have otherwise chosen shorter vocational programs opted for longer arts and sciences programs.

The number of awards granted rose again from fiscal year 1991 to fiscal year 1993 as enrollments continued to rise, and as presumed, students who switched from shorter to longer programs completed their education.

In fiscal year 1994 the number dropped again, then rose in fiscal year 1995. It is felt that in fiscal year 1994 the job market was improved and many students switched from full-time to part-time status. Then in Fiscal Year 1995 many of those completed.

Figure 35

AWARDS GRANTED
FISCAL YEAR 1990 — FISCAL YEAR 1995



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Number of High School Equivalency Diplomas Awarded

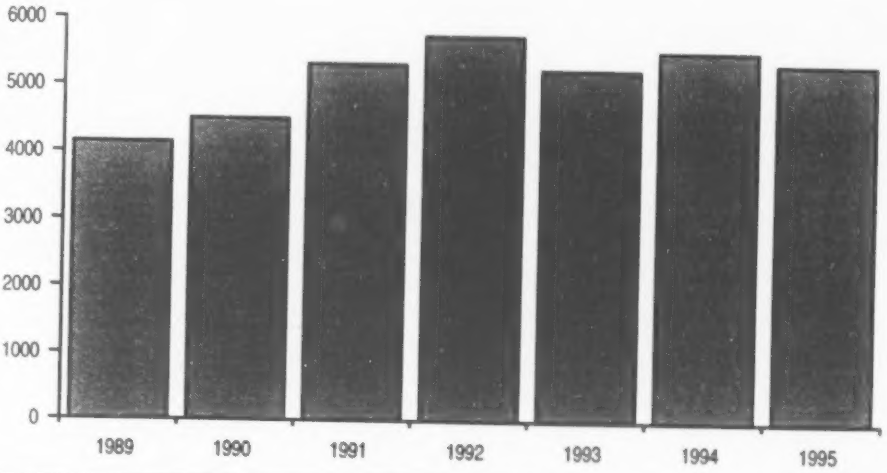
All community colleges in the state offer High School Equivalency courses to prepare students for the General Educational Development (GED) tests, a series of five standardized examinations leading to a state-awarded High School Equivalency diploma. Since 1966, over 140,000 Iowa adults have earned this diploma.

The downward trend in High School Equivalency diplomas awarded since 1992 is a testimony to the effectiveness of the program in Iowa. As the number of Iowans without a high school diploma or equivalency diploma continues to decrease, the need for the program is expected to continue to decrease in the future.

Another option offered by several community colleges is an adult high school diploma program in which students accumulate credits by taking traditional high school-level courses. The students may transfer credits to their home high school, or, in some cases, they may receive an adult high school diploma from the community college.

Figure 36

HIGH SCHOOL EQUIVALENCY AWARDS GRANTED



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Economic Development

Businesses and industries across Iowa have joined in partnership with the community colleges to deliver training and basic skills to their employees. Since 1983, community colleges have been the primary providers of economic development services throughout the state of Iowa. All training and retraining, resulting from state initiatives, is conducted through community colleges.

All fifteen community colleges in Iowa are well equipped to handle training needs of business and industry and can respond quickly to their requests for specific classes.

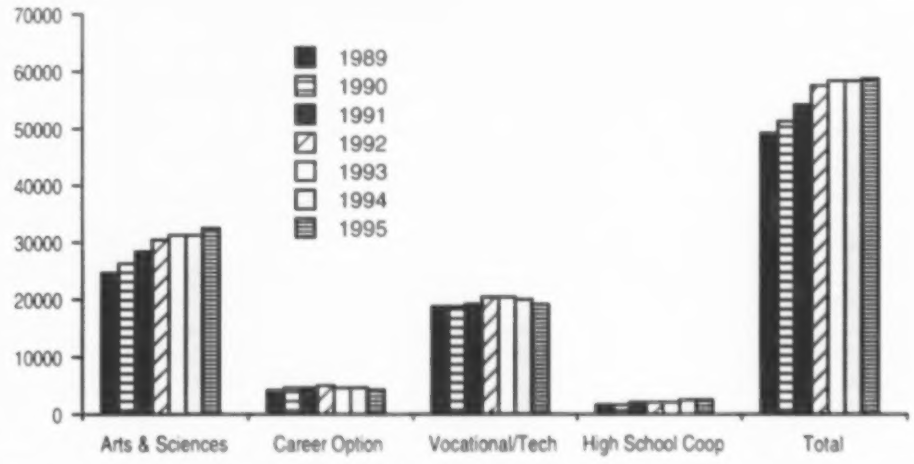
Enrollments

Fall Term Enrollment

Although community college enrollments have continued to increase annually, the rate of increase has slowed over the past two years. The increase has been primarily in liberal arts and sciences, a 32 percent increase from the fall term of 1989 to the fall term of 1995; other areas have remained fairly constant over the same period. The slowing of the overall rate of increase is felt to be due to a generally improving economy with more employment opportunities. The following information shows fall term enrollment in credit programs. Each student is counted only once, even though they may have dropped one program and entered another. Arts and sciences programs are designed to prepare students to transfer to four-year institutions. College parallel-career option programs prepare students in vocational-technical areas and give them the option of seeking immediate employment or transferring to four-year colleges and universities. Vocational-technical programs prepare students for entry-level jobs. High school cooperative programs are jointly administered by the community college and the secondary school and taught in the high school for high school credit.

Figure 37

FALL TERM ENROLLMENT BY DIVISIONS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

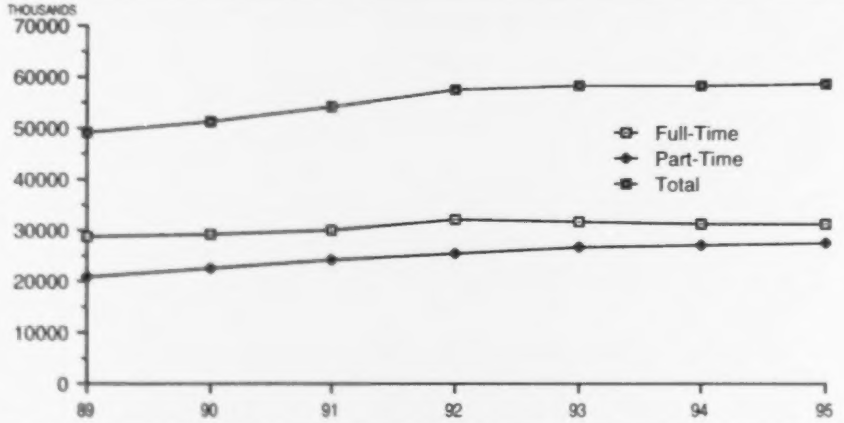
Full- and Part-Time Enrollments

Traditionally, credit programs were designed for full-time enrollment and non-credit programs for the part-time student. Iowa's community colleges have been challenged by the larger numbers of students pursuing credit programs on a part-time basis. Provisions for these students have been made through flexible class scheduling in more traditional daytime programs and evening/weekend programs specifically tailored to the part-time student who cannot attend during traditional daytime hours.

The following graph illustrates the steady increase in part-time enrollments. The continuing rise over the past two years, when full-time enrollments have accrually decreased, confirms the idea that part-time enrollments are less affected by a better economy and job market.

Figure 38

FALL TERM ENROLLMENT - FULL- /PART-TIME



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Number of People Served

Community colleges reach the greatest numbers of people in the community through programs which do not lead directly to a degree, diploma, or certificate. Vocational supplementary programs, such as training to prepare employed people for career advancement in their field, were pursued by over 457,000 people during the 1994-95 school year. Last school year, a total of 647,000 people were served by community college programs other than the traditional arts and sciences and vocational-technical programs. The following information shows the total number of people who enrolled in the community colleges over the past four years. It is possible for a person to be counted more than once in a year if that person enrolled in more than one program.

Table 102

TOTAL NUMBER OF PERSONS SERVED BY COMMUNITY COLLEGES

	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95
Programs	47,707	49,521	53,217	52,660	51,767	56,282
Vocational-Technical/Preparatory	42,417	45,910	34,733	28,928	31,053	33,557
Totals	90,124	95,431	87,950	82,985	82,820	89,839
Other Programs						
Vocational-Technical Supplementary	346,674	404,800	430,483	429,960	444,512	457,472
Adult Basic Ed/High School Completion	44,874	46,725	47,091	45,431	47,765	51,190
Secondary Jointly Administered	2,022	1,261	2,133	2,321	4,019	2,492
Developmental Education*	0	0	23,281	43,018	34,829	[28,622]
Continuing & General Education	50,182	50,520	51,288	51,520	55,134	55,042
Continuing Ed. - Avocational/Recreational	67,091	65,813	66,210	70,194	65,579	66,072
Postsecondary Enrollment Options**	0	763	1,092	1,598	2,178	2,571
Economic Development	7,475	12,351	8,023	7,103	9.979	12,867
Totals	518,318	582,233	629,601	651,145	663,995	647,706
Total All Programs	608,442	677,664	717,551	732,733	746,815	737,545

*NOT REPORTED UNTIL FISCAL YEAR 1992.
STARTING FISCAL YEAR 1995 DEVELOPMENTAL EDUCATION STUDENTS ARE COUNTED TWICE; ONCE IN THE APPROPRIATE PROGRAM AREA AND ONCE IN DEVELOPMENTAL EDUCATION.
** NOT REPORTED UNTIL FISCAL YEAR 1991.
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

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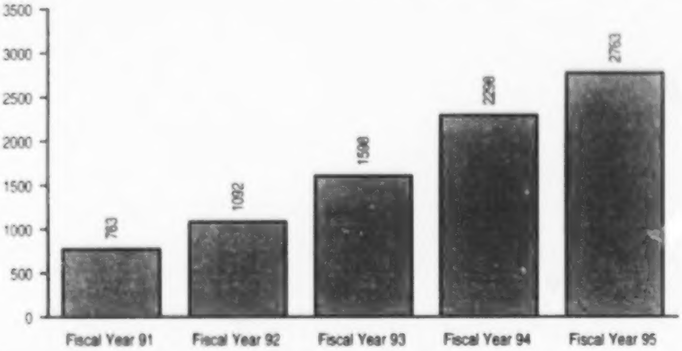
Post Secondary Enrollment Options

Iowa community colleges continue to take advantage of Iowa's Post Secondary Enrollment Options Act to provide greater opportunities to area high school students. Secondary students have the opportunity to take college-level courses, taught by college faculty, that are often conveniently offered in the high school. The growing popularity of this program is shown by a 262 percent increase in students pursuing courses

Figure 40

POST SECONDARY ENROLLMENT OPTIONS — STUDENTS SERVED



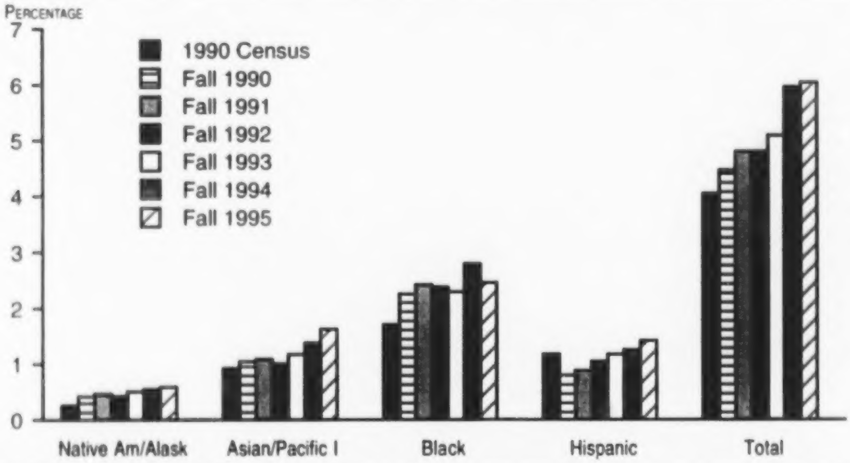
SOURCE: IOWA DEPARTMENT OF EDUCATION.

Learner Characteristics

Community college students are truly representative of Iowa's population. Minority enrollment continues to increase with a greater percentage of minority students than in the Iowa general population. Women comprise 58 percent of students enrolled in credit programs and in fiscal year 1995 received 59 percent of all awards granted.

Figure 41

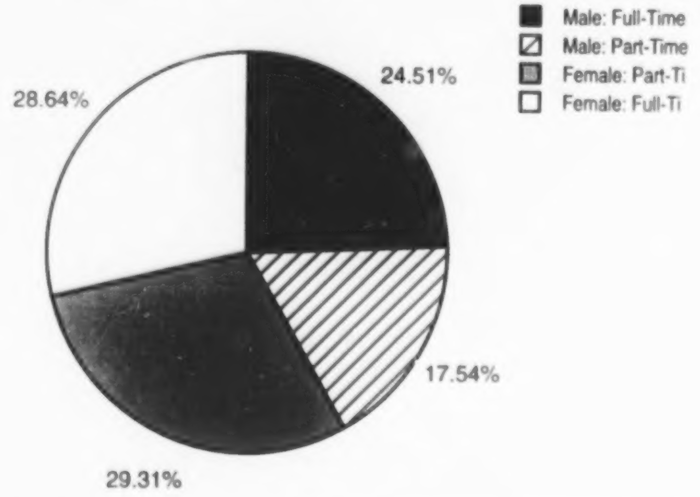
MINORITY ENROLLMENTS



SOURCE: IOWA DEPARTMENT OF EDUCATION.

Figure 42

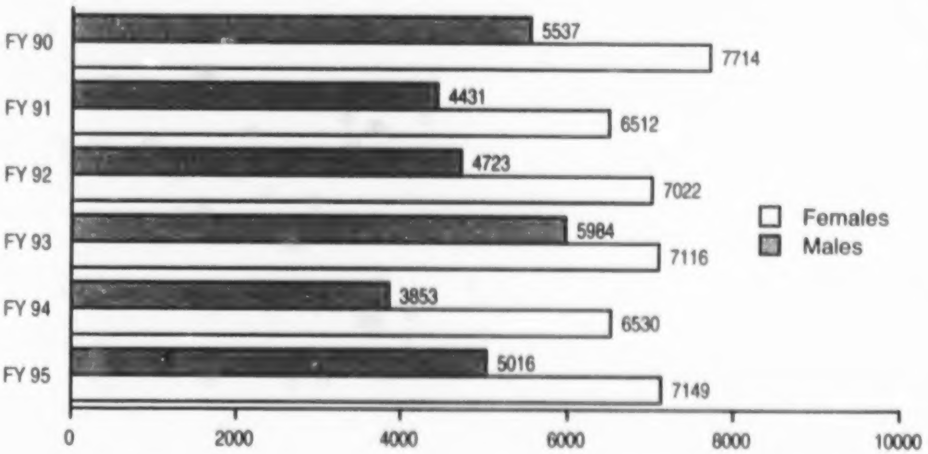
1995 Fall Term Enrollment - Credit Programs



Source: Iowa Department of Education, Bureau of Community Colleges.

Figure 43

Awards Granted by Gender



Source: Iowa Department of Education, Bureau of Community Colleges.

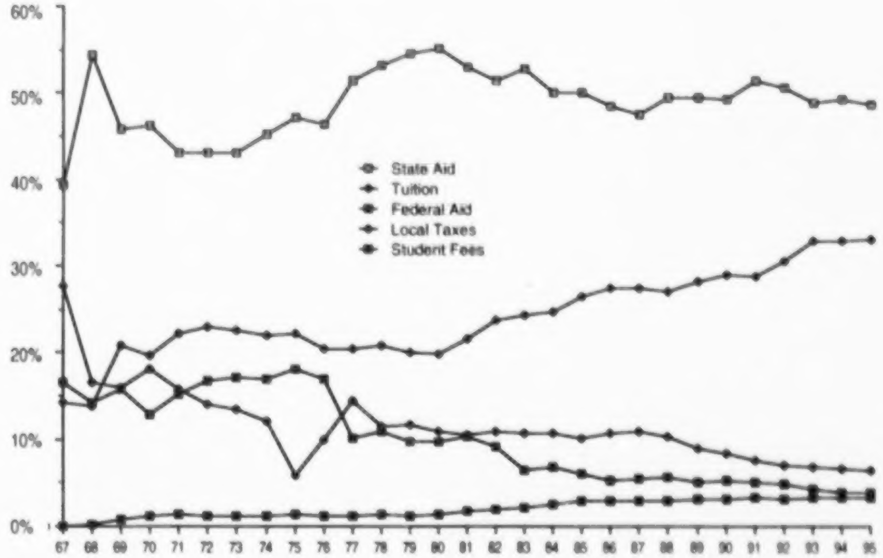
Finance

The primary funding sources for community colleges are state appropriations and student tuition. While increasing each year in dollar amount, state aid has decreased in the percent of the budget it covers from 55.3 percent in fiscal year 1980 to 48.7 percent in fiscal year 1995. Over the same period, the portion covered by tuition has increased from 21.7 percent to 33.2 percent. Revenue from other outside sources, federal aid and local property taxes, has also steadily decreased in percent of budget while student fees have increased. The percent of the budget received from students, tuition and fees, has more than doubled (from 14.2 percent to 36.3 percent) since the community college system was founded in 1967.

Expenditures in all categories have risen at approximately the same rate over the last several years. The percent of the budget for each account has remained relatively constant.

Figure 44

PERCENT OF REVENUE

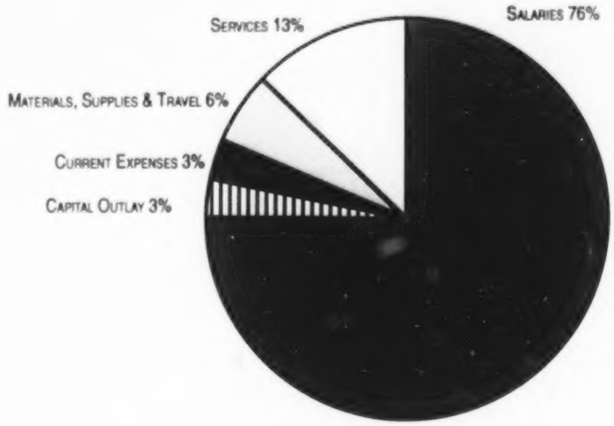


OTHER & SALES/SERVICES NOT SHOWN

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Figure 45

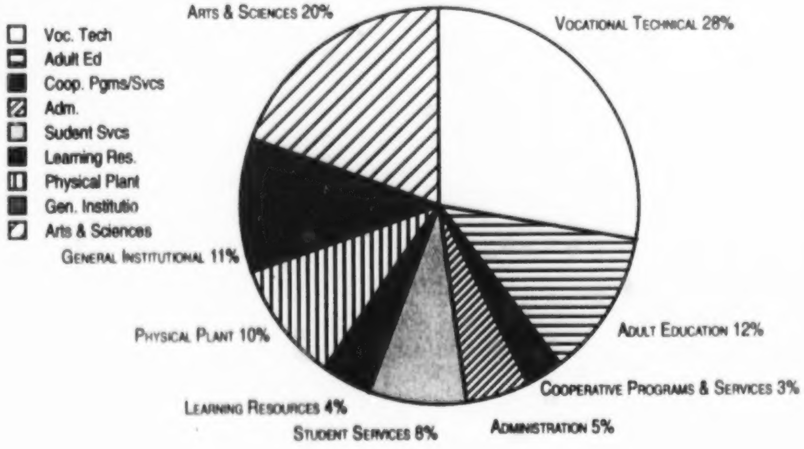
EXPENDITURES BY CATEGORY - FISCAL YEAR 1995



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Figure 46

EXPENDITURES BY CATEGORY - FISCAL YEAR 1995



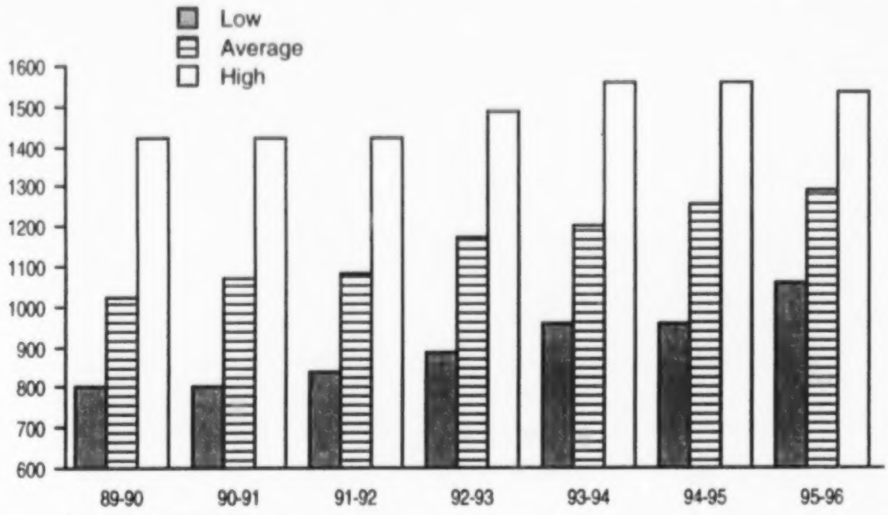
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Tuition

Average tuition charges at Iowa's community colleges have increased 261 percent over the past seven years. While colleges are attempting to keep tuition low in times when other resources are not increasing at the same rate as expenses, tuition increases are the only option a college has to maintain revenue levels.

Figure 45

TUITION PER YEAR — IOWA RESIDENT



BASED ON 12 CREDIT HOURS PER TERM.

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF COMMUNITY COLLEGES.

Financial Aid

The following chart shows the number of financial aid awards received by Iowa community college students. The number of students enrolled in credit programs for those years is also shown for a comparison. Some students received more than one award.

Table 103

Financial Aid Awarded to Community College Students

	87-88		88-89		89-90		90-91		91-92		92-93		93-94	
	Number of Awards	$*	Number of Awards	$*	Number of Awards	$*	Number of Awards	$*	Number of Awards	$*	Number of Awards	$*	Number of Awards	$*
Non-repayable Aid**	30,753	26.5	33,712	31.6	37,171	34.7	39,427	36.7	41,939	41.3	46,894	45.4	45,353	43.5
Loans	13,259	21.9	13,911	22.8	14,346	27.0	14,713	30.3	16,707	36.9	17,868	40.1	20,781	47.2
Employment***	4,038	2.0	3,819	2.4	4,391	2.6	4,452	2.7	4,662	2.8	4,348	3.0	4,859	3.3
Total	48,050	$50.3	51,442	$56.8	55,908	$64.4	58,592	$69.7	63,308	$81.0	69,110	$88.5	70,993	$94.0
Students	44,938		47,374		49,351		51,428		54,160		57,652		58,739	

* Millions of Dollars Awarded.
** Non-Repayable Aid includes grants and scholarships.
*** Employment includes work-study programs.

Note: Data is not yet available for the 1994-95 School Year.

Source: Iowa College Student Aid Commission